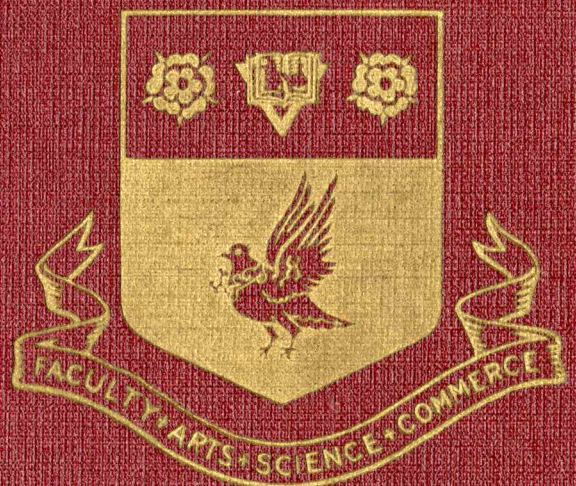


• SIR •  
GEORGE  
WILLIAMS  
COLLEGE  
•



1942







SIR GEORGE WILLIAMS  
C O L L E G E  
ANNUAL



*Faculty*  
**Arts · Science · Commerce**



1942





FREDERICK OWEN STREDDER

MASTER OF ARTS, DOCTOR OF PHILOSOPHY, PAYMASTER COMMANDER, R.C.N.V.R., WHO DIED ON ACTIVE  
SERVICE, JUNE 10TH, 1941.



THIS ANNUAL IS DEDICATED TO THE MEMORY OF  
FREDERICK OWEN STREDDER

*Master of Arts, Doctor of Philosophy, Paymaster Commander, R.C.N.V.R.,  
who died on active service, June tenth, 1941.*

HAVING served as an officer in the Royal Canadian Navy in the war of 1914-1918, Dr. Stredder was appointed, in 1924, Vice-Principal of the Montreal Y.M.C.A. Schools, which in 1926 became Sir George Williams College. His broad knowledge of education, progressive educational philosophy and boundless energy soon became evident. In 1928 Dr. Stredder was appointed to the Principalship of the College on the retirement of Mr. A. W. Young from that position. Under the guidance of Dr. Stredder the College grew rapidly. He had the rare power of gathering around him fellow workers whom he infused with his own enthusiasm. His belief in the worth and the development of each individual student made itself felt. The College became known as a place in which attention was paid to the personal problems of students. Thus to the College, and to Dr. Stredder personally, came many for consultation and advice on educational problems.

Evening education was a particular interest of Dr. Stredder's and he made several trips to various American cities for the purpose of studying this. He foresaw Sir George Williams College as having a student body of two to three thousand, many of whom would be evening college students. In 1931 when the Faculty of Arts, Science and Commerce was organized Dr. Stredder impressed upon his associates his belief in the future of the College. It is a happy thought to realize that he saw his vision in large measure fulfilled.

Between 1931 and 1935 the early development of the Faculty of Arts, Science and Commerce took place under Dr. Stredder's direction. He held, at that time, the dual office of Principal and Dean. His wide abilities and enthusiastic hard work were, in the opinion of many, never put to better use than during these years. In the summer of 1935 he resigned to accept the office of Bursar of McGill University. He left the latter position at the outbreak of war and once again went on active service with the Royal Canadian Navy.

In addition to Dr. Stredder's contribution to education he had a rare combination of talents which expressed themselves in many ways. He was an amateur musician who played both piano and organ with ability. He enjoyed various branches of art and painting, particularly outdoor work, which was one of his hobbies. His interest in amateur radio made him many friends throughout the world. However, one of his greatest gifts was his kindly and tolerant sense of humour which put strangers at their ease and was the delight of his friends.

Dr. Owen Stredder's passing was a great loss to education in Canada but his contribution was such that it will remain. Of him the members of Sir George Williams College may say—

SI MONUMENTUM QUÆRIS CIRCUMSPICE





HOME OF SIR GEORGE WILLIAMS COLLEGE



# **A Message FROM THE BOARD OF GOVERNORS**

Montreal, May 1, 1942.

ON behalf of the Board of Governors I send greetings to the students of Sir George Williams College in the day and evening divisions of the Faculty of Arts, Science and Commerce, and extend to them congratulations upon the occasion of their new venture in undertaking the publication of a College Year Book.

The undergraduate body is also to be congratulated upon the remarkable progress which has been made in recent years in the development of the students' extra-curricular activities. In the participation of the students in these activities, the Board of Governors wishes for them every enjoyment and success. They can and do contribute so much to the maintenance of what has come to be known as the "Georgian spirit", which has been so evident in all the College's undertakings.

In dedicating their first Year Book to the late Dr. Owen Stredder, the students are paying a thoughtful and fitting tribute to the memory of a Principal who devoted many years to the interests of the College, and to whose zeal was due in large measure the establishment in it of the Faculty of Arts, Science and Commerce.

For some months I have been required to spend practically all of my time in Ottawa, in connection with the work of the National War Labour Board. This has prevented me from keeping as closely in touch with the activities of the College as I would have desired in this year of its record enrollment of students, but I have been gratified to learn from time to time of the success which has attended the efforts made to meet the College's increasing responsibilities.

In these trying times, if there is anything which any of us can contribute, out of our experience, to the national interest, it is our privilege and duty to give it, whatever personal inconvenience and effort may be involved. In the days that lie ahead there will be call for the best in trained and equipped young men and women of strong character, to meet the needs of our country under changed and changing conditions. Let us hope that the graduates of Sir George Williams College will not be found lacking in the qualities of mind and character which will be required of them when their opportunity for service comes.

With all best wishes,

Sincerely yours,

GEORGE HODGE,  
Chairman, Board of Governors.



# The Georgian Marching Song

Tune adapted from an old hymn by HAROLD POTTER

*Briskly*

Georgians! Georgians!

Here we come a-long! Georgians! Georgians! Hear our marching songs!

Please ex-cuse our grin - We're out to fight and win - there's not a man but knows we can, and

Gosh! we're bold; so Georgians! Georgians! Play a sporting game.

Fight for the honour of your College name - yes, it's might and right for the

old Maroon and Gold, and hip hur-ray! hurray!! hurray!!!



# A MESSAGE FROM THE PRINCIPAL

TO STUDENTS AND GRADUATES:

The launching of a new venture, such as this college yearbook, is always something of an experience. The exhilaration of the pioneer and the fatalism of the forlorn hope vie with each other for supremacy in the emotions of the creator of such a student enterprise. I have watched this mental conflict wax and wane, and wax again, throughout the past academic year, and am pleased now to be able to offer congratulations to the editorial board and greetings to the student body through its new publication.

Much more than is the usual lot of colleges, it has been our advantage at Sir George Williams during the past two decades, that many people have been able to share in initiating and building up new things. The Board of Governors, the faculty, the student body, the graduates—all have participated in the adventure of creating a college. Curricular and extra-curricular organizations have come into being in direct response to student needs, and in their fabrication all of us have had a share. It has been fun.

In the development of the Faculty of Arts, Science and Commerce within the College since 1929 our institution has but continued in the tradition of its sixty-nine years of history. The Faculty of Arts, Science and Commerce has grown as naturally as did the High School and the Business School before it, from a belief in the right of all persons to equality of educational opportunity and the privilege of "pulling themselves up by their bootstraps." This faith in the infinite worth of character has typified all of the work of the Young Men's Christian Association, and explains the approbation with which its governing boards view the recent growth of the College.

It also helps to explain the distinctive philosophy of education which has motivated the College's organization and permeated its curriculum. Most students come, in time, to know this point of view—and few find themselves unable to subscribe to it. I have repeatedly maintained that a true "college spirit" is possible only when students, faculty and administration are able to agree upon the validity of the institution's aims. In this respect "Sir George" has been more than fortunate.

These are trying times for students in colleges and universities. It is not always easy to believe that duty to one's country may involve continued academic training so that the eventual gift of service may be made at the highest level of which one is capable. It is not always easy to maintain interest and enthusiasm for such training while helplessly watching the world go to pieces. Yet governments in England, in the United States and in Canada have not only permitted but urged that the supply of college trained men and women be kept up unabated. Never has their contribution been so necessary to the national well-being.

Let us hope that it may soon be applied to the problems of reconstruction and the building of an enduring peace, in a world in which "beauty, justice and joy of life" may once more seem attainable ideals for all mankind.

Sincerely yours,

K. E. NORRIS.





SIR GEORGE WILLIAMS (1821-1905)



## HISTORICAL NOTE

IT would be hard to realize today just to what an extent the educational possibilities of Sir George Williams College, have widened and developed since the year of its actual beginning or source in 1873. From this date on, students were able to attend a specified unit of the Montreal Young Men's Christian Association Schools. With the establishment of this formal educational system in the Association, vocational classes were open to all young men wishing to find their place in the active world of trade and industry.

The first teacher of the aforementioned courses was the late D. A. Budge, who was general secretary of the Montreal Y.M.C.A. The name of Mr. Budge has been perpetuated in the Memorial Hall of the Central "Y" and by the series of scholarships which are awarded each year to students of promise.

After the first Great War large groups of returned soldiers took classes which were opened expressly for them. Furthermore, in 1920 the Evening High School was inaugurated.

The year 1926 opened a new chapter in the life of the college. In the first place women students were admitted to all the courses on an equal basis with the men. Secondly, the college distinguished itself by receiving a new name. The title of Sir George Williams, who was the founder of the Y.M.C.A. in London, England, in 1844, is carried on with pride by the college in Montreal. At this time also Dr. F. O. Stredder, was vice-principal, becoming principal in 1928. It is well remembered by those who were associated with Dr. Stredder, what a personally prolific contribution he made to the life of the students, both in their work and in the forming of their individual characters. According to the former principal, the fundamental philosophy of a college should be to develop personalities through the medium of formal education.

A building campaign for \$1,500,000 was held by the Association in 1928. Part of this sum was used to provide enlarged facilities for the work done in the college. A year later the program was extended to include first year of Arts, Science, and Commerce. In 1930, the ever developing improvements were manifested in the occupation of an enlarged plant and more equipment. Thirty classrooms, science laboratories, lecture rooms, an assembly hall and a library were added to the original building.

The Junior College of Arts, Science, and Commerce was organized in 1931, which offered two full years of college work leading to the Diploma of Associate. One year later, in 1932, day courses were inaugurated, providing Pre-Professional and Associate programs. In 1934 the expansion of the Junior College into the Faculty of Arts, Science, and Commerce was announced.

The first men to graduate from the day division of Sir George Williams, were Francis Davison and Leo Germain, both of whom received B.Sc. degrees in 1936. In 1937, C. H. Davis in the evening division, graduated with a B.Sc. degree and the first woman graduate, Rita Shane, left the college in the same year with a B.A. Since this time one hundred and five students have received bachelor degrees at the college, not including the present academic year. From the year 1932 Sir George Williams has also served as a training ground for "Y" secretaries. The college provides training suitable for the profession, as well as practical experience which may be acquired under the fellowship plan whereby young men may take part-time positions in various branches of the Metropolitan Y.M.C.A. of Montreal.

Many activities have been formed and developed outside of the school curriculum, and have proved a very necessary part of the building up of young peoples characters. The Georgian paper, now ranking with the five best college papers in Canada, had its first publication in 1936, bringing to the light of day only five issues in that year. Olaf Meyer was managing editor with John Tsipuras as business manager and Lillian Rabinovitch as woman's editor. The succeeding years brought forth more frequent issues until 1940, when the Georgian became a weekly paper with a circulation of two thousand copies. Subscribers to the Georgian live as far west as the Pacific Coast and as far east as England.

The college crest is an adaptation of that of Sir George Williams after whom the college is named. The bright red of the former crest was changed to maroon when taken by the college, and instead of the original three roses which adorned the upper third of the coat of arms, the book (one of the many aids to education) was placed on the triangle (symbolic of the Y.M.C.A. which seeks to develop the body, mind, and spirit) and they were inserted between the two outside flowers.



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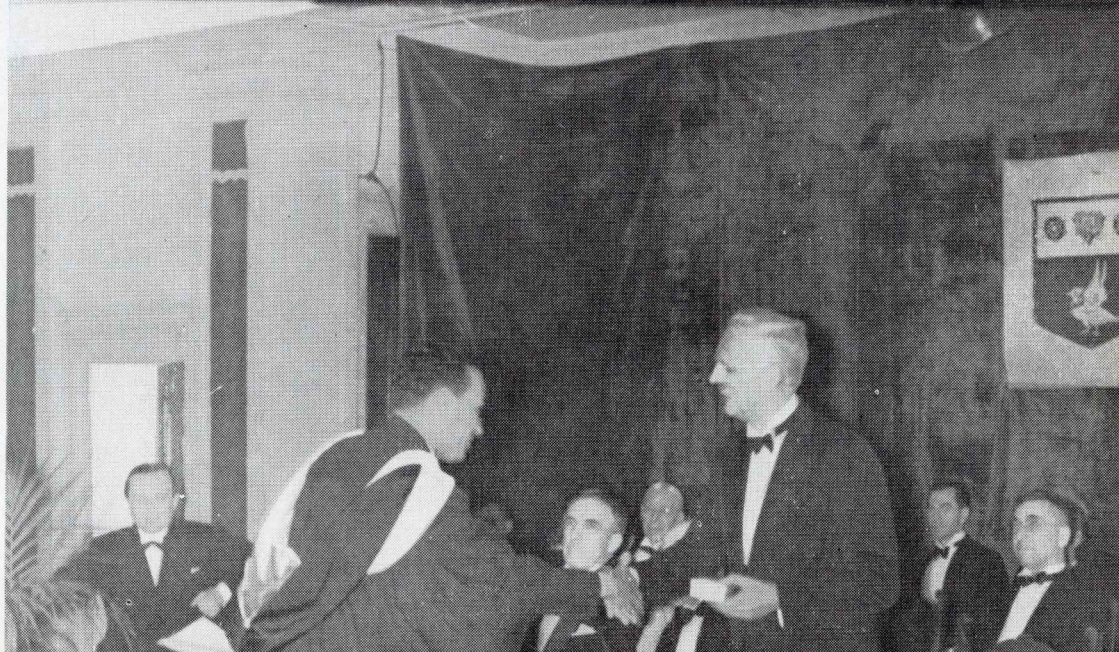
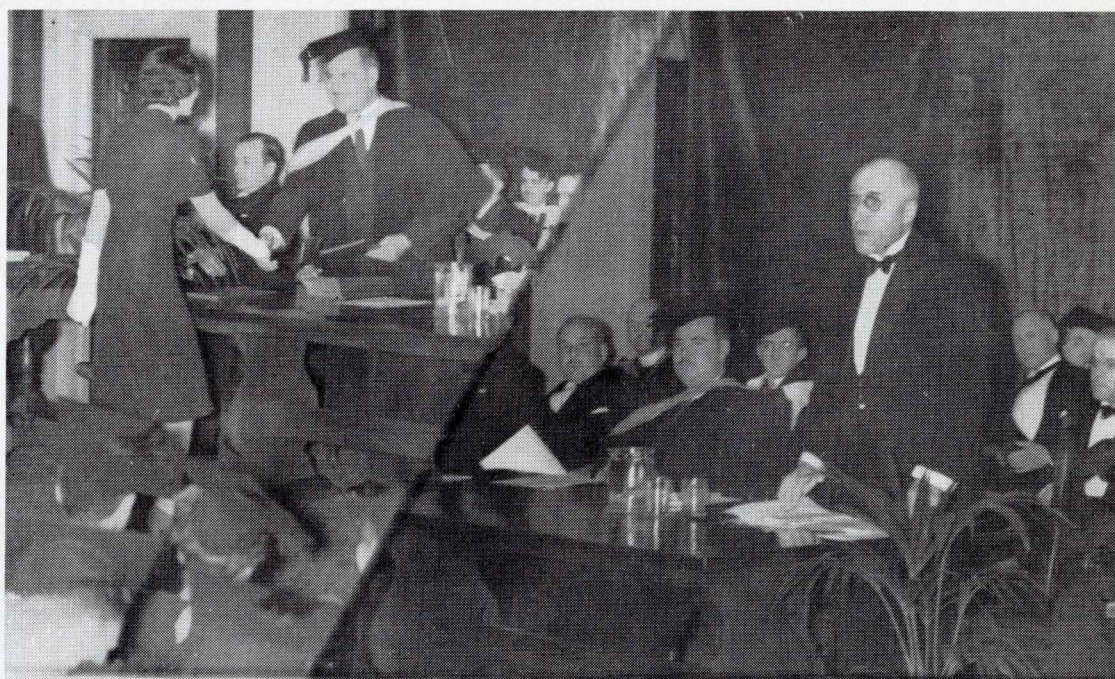
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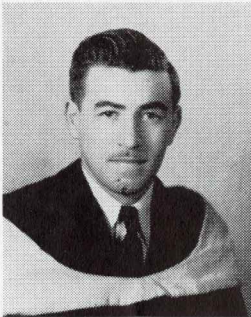
# CONVOCATION '42





# "CORNERSTONE CLASS"

'42

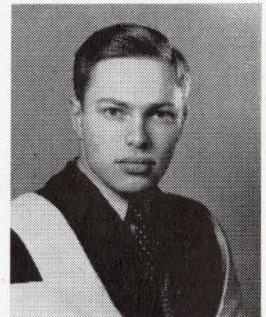


JACK AARON  
COMMERCE

*Student Activities:* Ski Club '42 (Vice-Pres.); Science Club; Georgiantics '42 (Publicity); C.O.R. '42; Badminton Club.

*Other Interests:* Collection Manager for Industrial Factors Corp. Would like to see centralized control for various phases of industrial activity.

*Future Plans:* To join C.O.T.C. or Air Force after graduation. Time permitting, to study more economics.

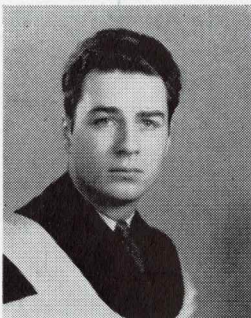


HOWARD LOUIS ASNER  
COMMERCE

*Student Activities:* Basketball '40, '41, Wrestling.

*Other Activities:* Semi-professional baseball.

*Future Plans:* Travelling salesman.

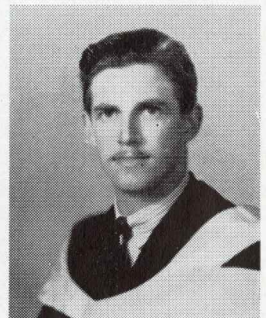


JIM BARRY  
SCIENCE

*Student Activities:* Science Club '40-'41 (Vice-Pres.), '42 (Pres.); Swimming; 2 yrs. Physics demonstrator—a boon to the physicists of S.G.W.C.

*Other Activities:* An Assistant to Dr. Huskins of McGill (Dept. Genetics).

*Future Plans:* To attend McGill for Ph.D. (Chem.)



C. G. BRODIE BROCKWELL  
SCIENCE

Educated at Queen's School, Westmount; Scarborough Boys' H. S., England; Queen's University. Won 4 tennis championships at school.

*Present Activities:* Military Training, 2nd Lieut. (R.A.), Badminton, Play production.

*Occupation:* Teacher, Town of Mount Royal H.S.

*Future Plans:* Postgraduate study for Ph.D. (Biology).

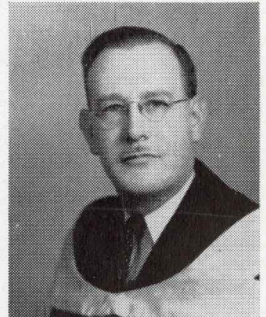


EDITH G. BYE  
ARTS

*Student Activities:* Explaining why she has a slight American accent.

*Other Activities:* Forgetting to do things; philosophizing.

*Future Plans:* Merchandising School.



GEORGE W. C. CARPHIN  
SCIENCE

*Student Activities:* Member E.F.S.S. and C.O.R. '38 and '41.

*Other Activities:* Worked for Montreal Light, Heat & Power Cons. Likes gardening and chicken raising.

*Future Plans:* Now studying for degree of M.D., C.M.; wants to be a doctor in the Royal Canadian Navy.

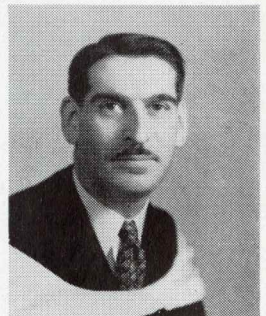


HECTOR WATERMAN  
CHANDLER COMMERCE

*Student Activities:* Member orchestra Georgiantics '39, '40 and '42. Co-Ordinator Working Board of Publications Committee '41; member C.O.R. '42; Treasurer of Graduating Class '42.

*Other Activities:* Joined R.A. as member of R.C.C.S. in '40; Associate of Credit Institute (U. of Tor.); member of Mtd. Translators Society; Credit Man of British-American Oil Co.; Supporter E.F.W.S.

*Future Plans:* Not particularly in a hurry to leave the corridors of dear old S.G.W.C. Prepared to get into the swim, probably as a Sub-Lt. Will perhaps settle down soon!



HIRSCHEL HAROLD  
DARWIN ARTS

*Student Activities:* Cercle Francais (Vice-Pres. '38 & '40); member orchestra Georgiantics '39 & '42; Evening feature editor, Georgian '40; member, Owls' Basketball Team '40; member, Publications Committee '41; Annual '42 (Editor-in-Chief); member Political Problems Club '38 & '41; Evening Vice-Pres., Graduating Class '42; member C.O.R., '41 & '42.

*Other Activities:* Member Bishop's College C.O.T.C. '39; former member Y.M.H.A., Montreal & Sherbrooke Symphony Orchestras; Educated at Montreal H.S., West Hill H.S., McGill and Queen's U.

*Hobbies:* Music, hunting, tennis, swimming, riding, etc.

*Future Plans:* Post graduate work in Economics and Political Science.



# "CORNERSTONE CLASS"

## '42



**EDWARD G. FARRER**  
SCIENCE

*Student Activities:* Member C.O.R. '42.  
*Future Plans:* Aeronautical Engineering.

**ALEXANDER SIGMUND  
FINEBERG** COMMERCE

*Student Activities:* Ski Club Executive '41 & '42; Stage Crew, Georgiantics '41 & '42; reporter, Georgian and Crier '41 & '42; Com. Basketball and Volleyball teams '42; Cadet in Def. Training Corps '41 & '42; Freshman Initiation Com. '41.

*Other Activities:* Stagehand on "Rota Revue" show 1941; table tennis, chess, and checker championships, Westmount Hobby Shows "Y", '39, '40 & '41.

*Other Hobbies:* Tennis, swimming, cycling.

*Future Plans:* To join armed forces, probably R.C.A.F. After that, who knows?



**EDWARD C. FOWLER**  
COMMERCE

*Student Activities:* Coach Hockey Team '39 & '40; Volleyball championship team '38; member, Floor Hockey Team.

*Future Plans:* To join some branch of the Armed Forces.

**ANDREW JOHN FYFE**  
COMMERCE

*Student Activities:* Georgian (Bus. Mgr. '40-'41; S.U.S. '41-'42 (Treas.); Past Treas. & Sec., Ski Club.

*Other Interests:* Having a good time.

*Future Plans:* Chartered Accountant ultimately. Mostly likely in R.C.A.F.



**MIRIAM GASCO**  
ARTS

*Student Activities:* Badminton.

*Other Interests:* To fit in her academic work with Shorthand.

*Future Plans:* To specialize in personnel work.

**JACK GORDON**  
ARTS

*Activities:* Basketball, skiing; Georgiantics '42 (Publicity); Social Com. '42.

*Outside Activities:* Commercial Art.

*Pet Aversion:* Objects to being called "Bohemian".



**ROSLYN GURBERG**  
SCIENCE

*Student Activities:* Georgiantics '41, '42 Georgian '41, '42; "Georgette" Basketball Team '39, '40; Mgr. Science Basketball Team '42; Volleyball "Protozoa" '42; D.F.W.C. '42 (Athl. Rep.); Crier '42; Member "Annual" Working Board '42; Program Editor, Georgiantics '42.

*Other Activities:* Rota Revue; basketball team rooter.

*Future Plans:* Chemist.

**KENNETH A. HALL**  
SCIENCE

*Student Activities:* "Annual '42" (Art Editor); Chairman, Science Club '42; member, C.O.R. '42.

*Other Interests:* Skiing (as Georgian or otherwise); Swimming, golf, experimentation, R.A., 7th Med. Battery, R.C.A., 2nd Mtl. Reg't.

*Future Plans:* To join Can. Institute of Chemistry. To really study.





# "CORNERSTONE CLASS"

## '42



**DARRYL HAYES**  
(Glamour Boy) **ARTS**

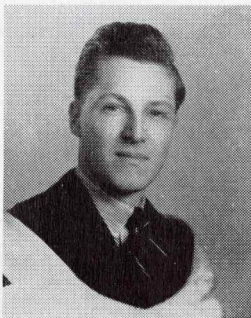
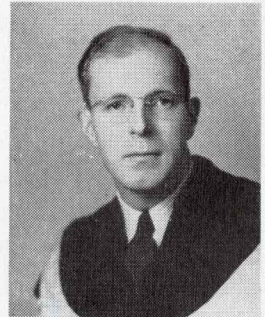
*Activities:* S.U.S. '41; Student's Council '41; works at college office for office experience. Chosen Candidate for Kollege King. Studied Physical Education at Springfield College, Mass.

*Future Plans:* To join Royal Canadian Navy.

**RON HUPFIELD** **ARTS**

*Activities:* Y.M.C.A. Fellowship student. "Y" handball champion, '39 & '41; Pres. of Fellowship Men, '40, '41; Chairman, Relig. Educ. Council of Que. '38, '39; Sec'y. North Branch "Y" '40-'41; Mgr. Strathcona Hall, '41 & '42; Director of "Y" Camp Otoreke; Sec'y. Y.M.C.A. Ski Club; Asst. Young Men's Sec'y., Central Y.M.C.A. '39-'40.

*Future Plans:* To go into full-time Y.M.C.A. secretaryship upon graduation.



**WM. DOUGLAS INNES**  
**COMMERCE**

*Activities:* Member Junior Board of Trade, 1933-1942; Chartered Secretary, 1941; 2nd-Lt. R.C.A. (R.A.); skiing, riding, hiking.

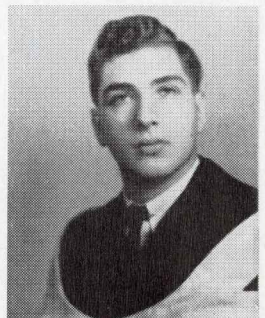
*Future Plans:* Going on Active Service; to return to continue with study of French, etc.

**IRA ISCOE** **ARTS**

*Student Interests:* Ski Club; Debating; Social Problems Club; Lab. demonstrator; Ringers basketball team '42; Volleyball; Ping-pong.

*Other Activities:* Hunting and eating "hunted" food.

*Future Plans:* Study of Medicine.



**FRED KERNER** **ARTS**

*Activities:* Day Editor of Georgian, '40; Editor-in-Chief, Georgian '41 and part of '42; member, Georgianics '40; Director, Georgianics '41 and '42; Playmakers' Workshop '39 to '42 incl.; Intercol. Debating '41; member, S.U.S. '40-'41; member Students' Council '42; Faculty Merit Award '40; Georgian Award '39; S.G.W.C. Publicity Rep. '42; Professional dramatic coach.

*Hobbies:* Writing, listening to and playing music; playing the organ in the college chapel; cycling.

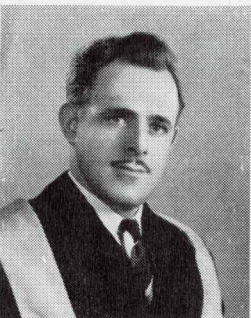
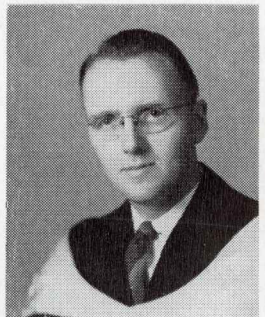
**STANLEY F. KNIGHTS**  
**SCIENCE**

Born in Sudbury, Suffolk, Eng. Educated at Glebe Collegiate and Ottawa Normal School.

*Student Activities:* Member of C.O.R. '39; Is consistent roofer for our basketball teams.

*Other Activities:* Employed at Canadian Marconi Co.

*Future Plans:* To celebrate Graduation by entering the state of matrimony June 20. Intends to get to top of Communication Engineering field and carry the name of Sir George Williams to the ultra-high frequency region.



**HOWARD GEORGE LAMBE**  
**SCIENCE**

*Activities:* Chemical Sales, C.I.L.

*Hobby:* Swimming.

*Future Plans:* To stay where he is. (Already married).

**GEORGINA MARTIN** **ARTS**

Born in Brooklyn, N.Y. Came to Canada in 1932. Graduated from Pensionnat de St. Nom de Marie. Attended Marguerite Bourgeois College. Entered Sir George Williams College in 1938.

*Student Activities:* "Crier" '38, Co-editor "Crier" '39.

*Future Plans:* Postgraduate studies at Columbia U.





# "CORNERSTONE CLASS"

## '42



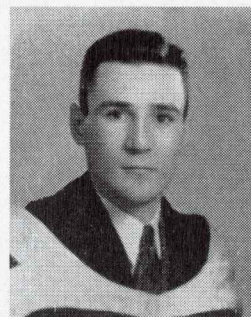
SARA MARTIN

SCIENCE

Very, very modest.

Activities: Occupied with lab. work at Allied Brass Ltd.

Future Plans: To get her hands cleaned of Sulphuric Acid, Hydrochloric Acid, Nitric Acid, and acids in general.

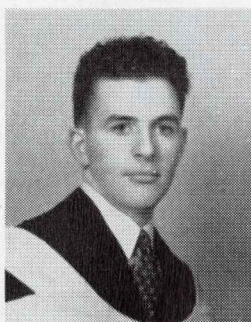


D'ARCY J. MCGOVERN

COMMERCE

Activities: Boxing, Wrestling; Floor-Hockey, Hockey '39 & '40.

Future Plans: To go "On Active Service".



WILLIAM MCGOWN

SCIENCE

Student Activities: Member C.O.R. '42.

Other Activities: Price Control Clerk, United Shoe Machinery Co.; Member S.G.W.C. Training Corps; Keeping the professors straight as to "what's been covered" and "where they left off last week"; competing with "Doc" Allen's sense of humor.

Future Plans: "I do believe my future plans are going to fit in with the Government's plans."

BLANCHE MICHLIN

("Tiny")

ARTS

Student Activities: D.F.W.C. '42 (Pres.) Member of Georgiantics '40, '41 & '42; Student's Council '42; Mgr. Arts "Ringers"; Volleyball '42; Badminton; Skiing.

Other Activities: Crowner of the "King"; member T.N.T. and Rota-Revue shows.

Future Plans: To get some rest.



ANNE M. MUNN

SCIENCE

Student Activities: S.U.S. (Sec'y.)

Other Activities: Housekeeping and eating peppermints.

Future Plans: To become a Lab. technician; to get an un-holy lab. coat.

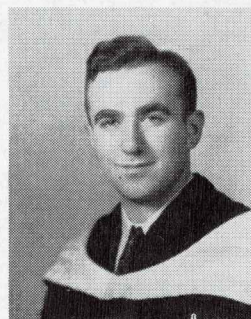
LAZARE NOVAK

SCIENCE

Student Activities: Science Club, Vice-Pres. '40, Pres. '41; Chess Club, Vice-Pres. '41; Treas., Social Com. (Day) '41; Clubs Com. Chairman, part of '42.

Other Activities: Member S.G.W.C. Chess team which won against McGill '40, '41, '42.

Future Plans: To study Medicine.



WYNNE PETERSEN

ARTS

Student Activities: Vice-Pres. S.U.S. '41, '42; Publicity Manager, Georgiantics '41; Day Editor, "Georgian" '41; Editor-in-Chief, "Georgian" '42; Day Div. Vice-Pres. Graduating Class; Valedictorian '42.

Other Activities: Social Work; Assistant to Profs. Thompson and Clarke.

Future Plans: Marriage; Postgraduate study at McGill; lecturing and writing.

PHEBE PROWSE

ARTS

Educated at Edgehill, Windsor, N.S.; Graduate McGill School of Physical Ed.

Student Activities: Vice-Pres., E.F.S.S., '41 and '42; Chairman, Publications Com. Pres., E.F.W.S.; Moving spirit in sponsoring and developing student activities at Sir George.

Other Interests: Sports; Promotion of plans for a new building to house the Faculty of Arts, Science & Commerce of Sir George Williams College.

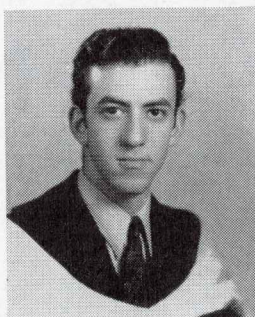
Future Plans: War work of some sort.





# "CORNERSTONE CLASS"

## '42



LOUIS RAKITA

ARTS

*Student Activities:* Swimming Club '40-'41 (Sec.-Treas.); Athletic Com. (Day) '41-'42 (Chairman); Member "Ringers" basketball team '41; Volleyball; Ping Pong Doubles Champion '42.

*Other Interests:* Chemistry Lab. Demonstrator; Gen. interest in fellow students.

*Future Plans:* To study medicine.

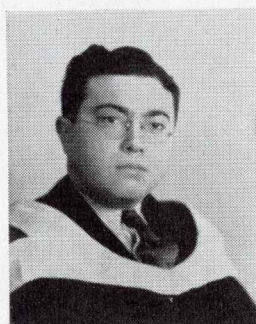
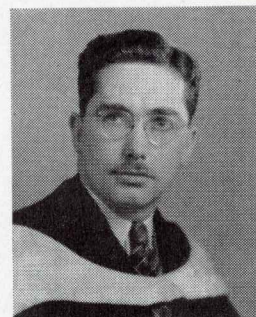
LEA MacLEAN READ

SCIENCE

*Student Activities:* Former member E.F.S.S.

*Other Interests:* Competitive aquatic and track athletics; travelling auditor for Northern Electric Co.

*Future Plans:* Enlistment for "Active Service"; Postgraduate work in psychology at termination of war.



BENJAMIN STEIN

ARTS

*Student Activities:* Debating Society; Chairman Book Co-op. '41-'42.

*Other Activities:* Blackboard brush cleaner.

*Future Plans:* Dentistry.

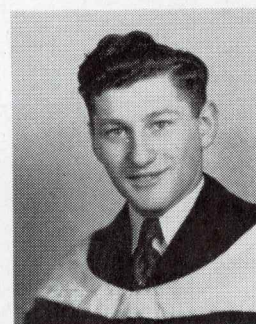
MILTON SNARCH

ARTS

*Student Activities:* "Ringers" Basketball Team, '41 & '42; member, Athletic Com. '42.

*Other Interests:* "Am looking forward to seeing a more cooperative and less selfish world."

*Future Plans:* To practise Socialized Medicine.



MARION SHERK

SCIENCE

*Outside Interests:* Graduated in Pharmacy, U. of Toronto, 1936. Is working in pharmacy of Royal Victoria Hospital.

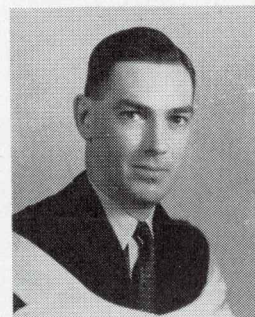
J. M. ("MAC") SINGLETON

ARTS

*Student Activities:* Interfaculty Basketball and Volleyball; Mgr. "Georgian" Basketball Team; Pres. Graduating Class of '42.

*Other Interests:* Pres. Y.M.C.A. Fellowship Secretaries Group; Y.M.C.A. Boys' Work.

*Future Plans:* To continue in the professional work of the Y.M.C.A.



EDGAR E. SMEE

ARTS

*Student Activities:* Pres. Debating Union '42; Pres. S.U.S. '42.

*Other Interests and Activities:* Community Sec'y. Rosemount Y.M.C.A. Conducts a Sunday Discussion Group and a Young People's Co-ed Group at Westmount Park United Church.

*Future Plans:* To do Y.M.C.A. work, probably in Montreal.

HERMAN ERIC RILEY

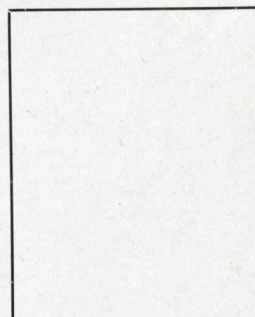
ARTS

*Student Activities:* Badminton, ping-pong, floor hockey, Georgian staff, Political Problems Club, Hobby Club.

*Other Interests:* Bowling, cycling, boxing, swimming.

*Future Plans:* To study Medicine.

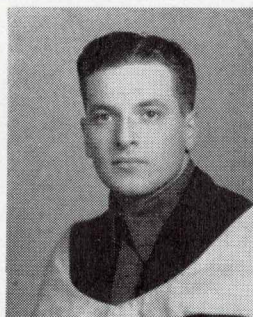
Came to Sir George Williams from Trinidad, B.W.I., in 1936.





# "CORNERSTONE CLASS"

## '42



DANIEL STEINBERG, Pte.  
SCIENCE

*Student Activities:* Member C.O.R. '42; Science Club; Political Problems Club.

*Future Plans:* "He's In The Army Now".

LUCILLE M. STERN  
ARTS

*Student Activities:* '39 Georgettes; Georgiantics '39, '40, '41, '42; C.U.P. Editor, Georgian '41; '42, Vice-Pres. D.F.W.C.; member "Annual '42" Working Board; Ed-in-Chief, Daily Crier; Mgr. Arts' "Snobs" basketball team. Sec'y. Graduating Class '42.

*Other Interests:* Social work; T.N.T. and Rota Revue.

*Future Plans:* R.C.A.F. or Office or Social work.



ALEX. P. STEWART  
COMMERCE

*Student Activities:* Member C.O.R. '42; Treas. Social Activities, '42.

*Future Plans:* Uncertain.

BERTRAND McKINLEY  
WALSH SCIENCE

*Student Activities:* Member, S.G.W. Training Corps, '41.

*Other Interests:* Numismatics, Philosophy, Chemistry, Tennis, etc.

*Future Plans:* Vague.



MARGARET A. WEBB  
ARTS

*Student Activities:* E.F.W.S.; Spanish Club, Chairman of War Council '42.

*Other Interests:* Teacher-French specialist; member Royal Astronomical Society; Literature.

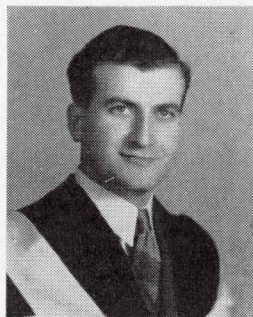
*Future Plans:* To do postgraduate work in French and Spanish.

IRVING I. ZWEIG  
SCIENCE

*Student Activities:* Attended McGill University; member of "Georgians" '40-'41 Basketball Team; Capt., Owls Basketball Team '42; member C.O.R. '42; Science Club; member S.G.W. Training Corps; Art-Photo Editor of First Georgian Annual, '42.

*Other Interests:* Presently employed in Civil Service Engineering Branch, Dept. of Transport.

*Future Plans:* Postgraduate studies in Industrial Chemistry and Engineering.



DOUGLAS A. GREGORY  
ARTS

*Student Interests:* Girls.

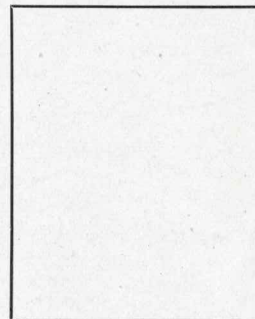
*Activities:* S.C.M.; Student quibbling; Public speaking; member S.G.W. Military Training Corps.

*Other Interests:* More girls.

*Activities:* Scouting, Sunday School teaching, and Young People's Discussion Groups.

*Future Plans:* Immediate: Theology, McGill. Later: Matrimony.

*Pet Aversion:* Broadminded people who believe they're impartial by doubting everything.







FRANCIS DAVISON, B.Sc., '36



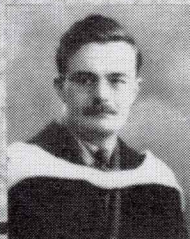
LEO GERMAIN, B.Sc., '36



J. H. ROBINSON, B.Sc., (Com.)



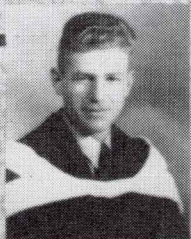
A. E. FINLAYSON, B.Sc., '36



D. B. CLARKE, B.A., '36



RITA SHANE, B.A., '36



J. R. KIDD, B.A., '36



N. ST. C. MANSON, B.A., '36



PROF. J. S. ALLEN, M.A., Ph.D.,  
Faculty Council



ASSOC. PROF. AMOS SAUNDERS  
B.A., F.R.E.S., Faculty Council



PROF. C. W. THOMPSON, M.A.,  
Faculty Council



H. E. BETTS, B.A., '36



L. D. RICHARDSON, B.A., '36



E. F. SHEFFIELD, B.A.,  
Registrar & Bursar



MR. NORRIS, M.A.,  
Principal



H. F. HALL, B.A., L.R.S.,  
Dean



C. H. DAVIS, B.Sc., '36

SIR GEORGE WILLIAMS COLLEGE  
FACULTY OF  
ARTS, SCIENCE & COMMERCE

GRADUATING CLASS

1936-37



# THE ALUMNAE

*by Roslyn Gurberg*

**H**AROLD POTTER, Arts '39, famous as co-founder of Georgiantics and now Head of Central Y.M.C.A. Boys' Department, is working for his M.A. at McGill; he's interested in music, drama, women, and good novels and he's unattached as yet . . . Arts '40's Betty Mendelssohn, enroute to an M.A. in Sociology at the University of Chicago, is a famed athlete of the College . . . "Hal" E. Betts (Arts '37) works at the Y in Edmonton, is one of the original "Guinea Pigs", studied at the University of Alberta, married the best girl in the world, has a daughter of three (a future Georgian, unquote) . . . Then there's Inez Pearce of Comm. '39, who received a prize for high scholastic ability; she's still at the College—a teacher now, though . . . James Cushing (Arts '38) is also teaching . . . Jack Hirshberg of Arts '39, was one-time member of publicity department at Paramount Studios, now he's posted in the Intelligence Department of the U.S. Navy (if it isn't a military secret) . . . Roby Kidd from Arts '38 is programme director at the N.D.G. Y. . . . Malcolm Squibb, Comm. '40, is helping the D.I.L. in the Purchasing Department . . . Norman Rogers, a B.Sc. '40, is teaching at University School, at the Evening High School and is also cramming in war research work in photography.

Norman Manson Jr., Arts '39, previously educated at St. Patricks College, Ottawa, was assistant registrar from '37 to '41, at present he helps the students by instructing in the Day and Evening Business School and Faculty; he was also Sec-Treas. of the Guinea Pig Club . . . Thurman Tupper of Comm. '41, is a Radio Mechanic (R.C.A.F.) at Mount Allison University, Henry Worrell from Arts '40, is now assistant bursar at Sir George Williams. Dr. D. Lester D. Joyce (Arts '38) received his M.A. from St. Anne's University in '39, his B.Ed., from Acadia in '40, and his Ph.D. from McKinley Roosevelt in Chicago in '41; at the moment, he's teaching at Kings Collegiate School in N.S. . . . Frances Meidema, a B.Sc. '40, is employed in the research lab of the Anglo-Canadian Pulp and Paper Co., but will marry shortly . . . Doug. Bullock, Sc. '40, shining star of the Georgian Basketball Team, is working in the D.I.L. . . . Earl Deschene a B.A. '40, is with the Charles Frosst Co. . . . Dana Neal Brown from Arts '38, plays with Don Turner's Orchestra . . . Arts '40's Walter Harris works at the Southwestern Y, is teamed up with Pauline

Hodge . . . C. A. Gray, also Arts '40, is in Washington with the British Embassy . . . John Archer who graduated in '41 with his B.A., has come back to preside over our turbulent E.F.S.S. . . . Phyllis Maher, Arts '40, teacher, is studying for her M.A. in Education at McGill . . . Alan Watson from Sc. '41—a famous Georgian skier—is now an instructor for the R.C.A.F. at Clinton; he lives there with his wife, Jean Hughes . . . Buell Flaherty (you've always called him "Bud") is applying his B.Sc. '38 at the Canadian Car and Munitions labs . . . Jeanette Geymonet, B.A. '41, continues her studies at Sir George Williams and is a very active member of the new Students' Council.

A graduate from the Arts '38 class, Florence Blacher, is taking the course for Dental Hygeinists at Columbia . . . Samuel Baker (B.Sc. '40) is at the Research School in McGill . . . J. R. Kell, a B.A. of '38, lives in Detroit now and is a worker at the Methodist Children's Home Society . . . Vernon Bonyon is with the Shawinigan Water and Power Company, and Olive Spear of Arts '40, is an indispensable secretary at the R.C.A.F. . . . Louise Macdonald, Arts '40 also, attends the Library School at McGill . . . Gordon Marriott and Robert Maillit (of the same year) are registered at the Law School there . . . Majorie McCutcheon B.Sc. (Comm.) '40 is financial secretary of the Y.W.C.A.

Joseph Kaye, Arts '41, studies at the Montreal School of Social Work . . . J. B. Jewell, Sc. '39, is a medical student at McGill . . . Theodore Lande, a B.Sc. (Comm.) of '39, and founder of the Political Science Club, is assistant-manager at the Industrial and Finance Corporation . . . Moses Moscovitch (Arts '39) is a law student at McGill . . . Alan Finlayson, B.Sc. '37, works at the Canadian Marconi Co. . . . George Woolatt of Sc. '38, is now in Cornwall and lends his services to the Howard Smith Paper Mills; he was recently married to Helen Dorothy Binkle . . . Hector Kay, a B.A. '40, is at the Sydney (Australia) Y. (we'd like to hear from him); he also has his B.Sc. '38 from Springfield . . . Allan Kennedy, Comm. '41, helps the Consolidated Paper Co. at Grand'Mere . . . Margery Williams is employed at the D.C.I.L., was a star of the Georgette Basketball Team; she's Arts '40 . . . George Lessard (Arts '38), is principal of King's School in Westmount, and Muriel Kidd (a B.A. of '41), has returned to Montreal to work with the D.I.L. . . .





J.D. Taipuras, B.Sc.



B.W. Flaherty, B.Sc.



G.R. Woollett, B.Sc.  
Class Pres.

# Sir George Williams College

Faculty of Arts Science & Commerce

Graduating Class

1937-8



Sophia D.A.B. Terk, B.A.



W.L. Kelsey, B.Sc. (com)



J.A. Kidd, B.A.  
Class Vice-Pres.



A.L. Reid, B.Sc. (com)  
Class Secy-Treas.

Class Officers



J.H. Rennie, B.Sc. (com)



T.A. Haugland, B.Sc. (com)



H.F. Hall, B.A., L.A.E., Dean



K.E. Norris, M.A., Principal



E.E. Sheffield, B.A.  
Registrar & Bursar



Simone G. Bourcheix, B.A.



Jack Hirschberg, B.A.



James Carmie, B.A.



J.R. Kelly, B.A. (3rd) BPE



I.A.T. Davison, B.Sc. (com)



Florence M. Blacher, B.A.



Prof. C.W. Thompson, M.A.



Prof. J.S. Allen, M.A., Ph.D.  
Faculty Council



Assoc. Prof. Amos Saunders, B.A.  
& M.A.



L.D. Joyce, B.A.



W.E. Lynes, B.A.



J.S. Cushing, B.A.



D.N. Brown, B.A.



Seymour Cohen, B.Sc. (com)



V. del. Leonard, B.A.



John P. Kidd, B.A. '37, is with the Y. in Brantford, Ontario . . . Walter Kelsey, Commerce '38, past president of the Alumni, is credit manager at Henry Birks now . . . Brockman E. Brace, B.A. '39, is a theology student at the U. of T., but he may be in the navy anytime, now . . . Richard Brayley, B.Sc. (Comm.) '41, studies at Sir George Williams still; he's Social Chairman at the moment . . . Douglass Burns Clarke from the Arts class of '37 is assistant professor in the Humanities Division here . . . Simone Bourchieux of Arts '38, received her M.A. in '40 from Columbia; she's been married recently . . . Sidney Silver of B.Sc.'s '39, is studying dentistry at McGill just now . . . Bill Braye is also there, for medicine; he's a B.Sc. '40 . . . Herbert F. Quinn, B.A., of '41, is still at College (his thirteenth year now); he's turned lecturer (officially) . . . Harriet Schmauder Meyer of Arts '41, the Carnival Queen of '40, is gym instructress for Sir George Williams.

Gerald Shane studies psychology at McGill; he's from Arts '40 . . . Dick Shepard, Sc. '40, is now a chemist in Plainfield, New Jersey . . . Lillian Rabinovitch from Science '39, is registered in the Physical Education Department at McGill, is a bit of a play-

wright, does post-grad work in Sociology at McGill, and has been granted a research fellowship . . . Hugh Stevenson is now director of physical education at the N.D.G. Y., but returns to Sir George Williams (with his pretty wife, Donalda), to witness basketball games every so often . . . Early Ulley of Arts '41, is Secretary of Boys' Work at the Kingston Y. . . . Rita Shane receives her M.D. from McGill this year; she has her Arts '37 from here . . . Grahame Watt of Arts '41, is busy with the Wireless School, Y.M.C.A. service, and military matters in Calgary . . . John McBride, B.A. '41, studies Theology at McGill . . . Harry Mann, Sc. '41, is now at the U. of M. for medicine . . . Laval University in Quebec now has M.D. Varveneki . . . J. Rennie claims to have had several of his stories published recently . . . J. Economides continues with further courses here at Sir George Williams; he is from Comm. '41 . . . Henry Seyward, Arts '40, is research assistant in School of Graduate Studies at McGill University.

If you're worried because you feel we have missed out on somebody you know, don't fret; you should find him on the special pages among the armed forces.





# SIR GEORGE WILLIAMS COLLEGE



## FACULTY OF ARTS, SCIENCE & COMMERCE..



M. D. VARDOLAKIS - ARTS



EDWARD BONILLET - SCIENCE



MOSES MOSCOVITCH - ARTS



CECIL HAMBLEY - SCIENCE



SIDNEY SILVER - SCIENCE



LILLIAN RADINOVICH - SCIENCE



J. KROOSHNER - SCIENCE



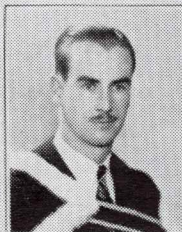
BRIAN GRACE - ARTS



H. F. HALL - B.A., L.R.E., DEAN



N. J. NORRIS - M.A., PRINCIPAL



E. J. SHEFFIELD - B.A. READING & POLISH



PHILIP C. W. THOMPSON - M.A.



DEREK F. P. A. SAUNDERS - B.A. & B.S. ECON.



J. H. JENKINS - M.A.



J. N. ELLIOTT - M.A.



HAROLD H. POTTER - ARTS



K. G. CAMERON - SCIENCE



R. M. STARN - ARTS



F. J. ANTERGORN - ARTS



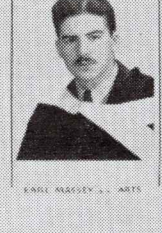
THEODORE LANGE - COMMERCE



M. E. PEARLE - COMMERCE



J. G. JEWELL - SCIENCE



EARL MASSEY - ARTS

GRADUATING CLASS 1938-39

Editorial Association



# COLLEGE PERSONALITIES

*by Wynne Petersen*

YOU know him as well as we do . . . chances are you love him as much; for the consensus seems to be that he is the most popular man in college. But then, we like to talk about the things we have in common, especially when those things are dearest to our hearts.

We joined the lineup outside his office the other day . . . there's always a lineup as you probably know. People don't mind waiting for something worthwhile. This day there was a businessman, a young and timid freshette, a senior with a problem, and there were we, too . . .

We fell to thinking of the charm of this man whom everyone waits to see. The first thing apparent was his sympathetic attitude. He never laughs at you, no matter how trivial or mundane your little problem, but he very often laughs with you. There is something about his smile which dispels your qualms as the spring sun melts the snow. And he has the faculty for lightening your load. This is very evident. Folks go into that office with worry lines etched in their faces; and they come out smiling and with a spring in their step. Sitting across from him, in the "Sanctuary", you have the irresistible impulse to confess; and you know as well as we do that only one man in a million can make you feel like that . . .

There are other outstanding qualities about this friend of ours. For instance, he is never too busy to attend a student gathering, or to act as guest speaker for a group, or to have a chat with you in the halls, on the stairs, or after class. And yet, he works very hard, too hard . . . it tells, sometimes, in his eyes, and in his voice, but never in his treatment of people.

Then again, you must have sat in his office, as we have, telling him a tale of woe, and heard the phone at his elbow ring and thought to yourself as he answered "I'll have to begin my story all over again after this" . . . and then been pleasantly amazed when he turns from the phone and resumes the conversation as if it had never been interrupted. It is a rare art, this business of this . . . and then been pleasantly amazed when he turns from the phone and resumes the conversation as if it had never been interrupted . . . It is a rare art, this business of being interested in everything and still keeping up with the world.

Perhaps the secret of this man's success is hidden in the elusive meaning of that oft-misused word,

"culture", for he is all we mean by cultured—refined in voice and mild in manner, even in temperament, with an open mind and an understanding heart, educated in the valid sense of the word, and with just the right amount of humility. Living is an art with our friend. It is no wonder that, mingled with our love and respect for him, is a sense of pride and admiration.

## The Hem of the Master's Robe

" . . . Philosophy to me, means seeing things steadily and as a whole . . ." the quiet voice ceased. The students grouped around the long board-table neither moved nor spoke. We sensed somehow that this was the keynote of the lecture. Lecture, did I say? Well, no—it was hardly that. We lounged in perfect comfort, pondering the smoke from our cigarettes, feeling no necessity to take notes except on impulse. Relaxed, yet with minds alert, we sat enthralled by that powerfully quiet personality who led our group. Occasionally one of us asked a question and was answered volubly on all sides. Then, as the babel ceased, our eyes, our attention, became focussed, drawn by the magnetism of his personality, on Dr. Lawrence Clare.

I remember well our first philosophy lecture. Most of us were very curious about the "new man". As we wandered into class in two and threes, we were met by a small man with strangely arresting eyes and a gently humorous mouth. He came forward with hand outstretched to each of us in turn—"Good afternoon, I am Dr. Clare" . . . We were quite amazed—such honest friendliness, such quiet charm . . . and we had been prepared to label him stuffy!

How wrong we were! We had been so sure philosophy would be dry as dust . . . But the Doctor had other surprises in store for us. As he took his place at the head of the table, we felt the ease of his personality flow into us. Some of us realized then he was smoking a cigarette, casually, like an Englishman. Our hearts were light, here was an understanding man. "I hope," said Dr. Clare, "that philosophy will be a lending and borrowing, a stimulating set of lectures." The tense wariness, the uncertainty, all the natural barriers between professor and student melted away. We began to like this man. As some students put it, he was "human".



As the term slipped by we grew to know and to love the Doctor. Our admiration for him seemed unlimited. How few of us thought of time when we were with him, except to wish for more of it. The timetables read: "Philosophy 101, Tues. and Thurs. 3.30-5.00", and we regretted the fact. Never a period passed but most of us remained after class to continue discussions and chat with the Doctor. Philosophy was not a grind, as we had expected, rather it was something after which we thirsted, and the thirst was enhanced and remains unquenched.

We have many happy memories of the Doctor. One session which took the form of a tea in the board room, while someone gave a paper, will remain for many of us as the students' dream lecture. The occasion of our visit to Dr. Clare's home is also etched in memory—a social evening with the Doctor gay and playful. When the term ended, in truth all too soon,

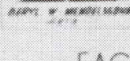
we were loathe to dissolve the group. How happy we were to plan another meeting! Walking with the Doctor on the mountain on a warm Sunday afternoon in June, many of us likened it to the ancient practice of the Master teaching as he strolled in the gardens with his pupils.

Not long after this came the shocking news of his death. It was unbelievably tragic at first; but I am sure, that as many of us who thought about it, felt again the quiet strength of this man. His words came back to us with potent significance. "Eternity is timeless—it is seeing everything, everywhere, at all times, at once. Eternity is the everlasting now." The spirit of this man is still with us and it will always be so. We are eternally grateful. We have touched the hem of the master's robe and the experience will carry with it forever the branding fire of sublimity.



D. S. QUINN

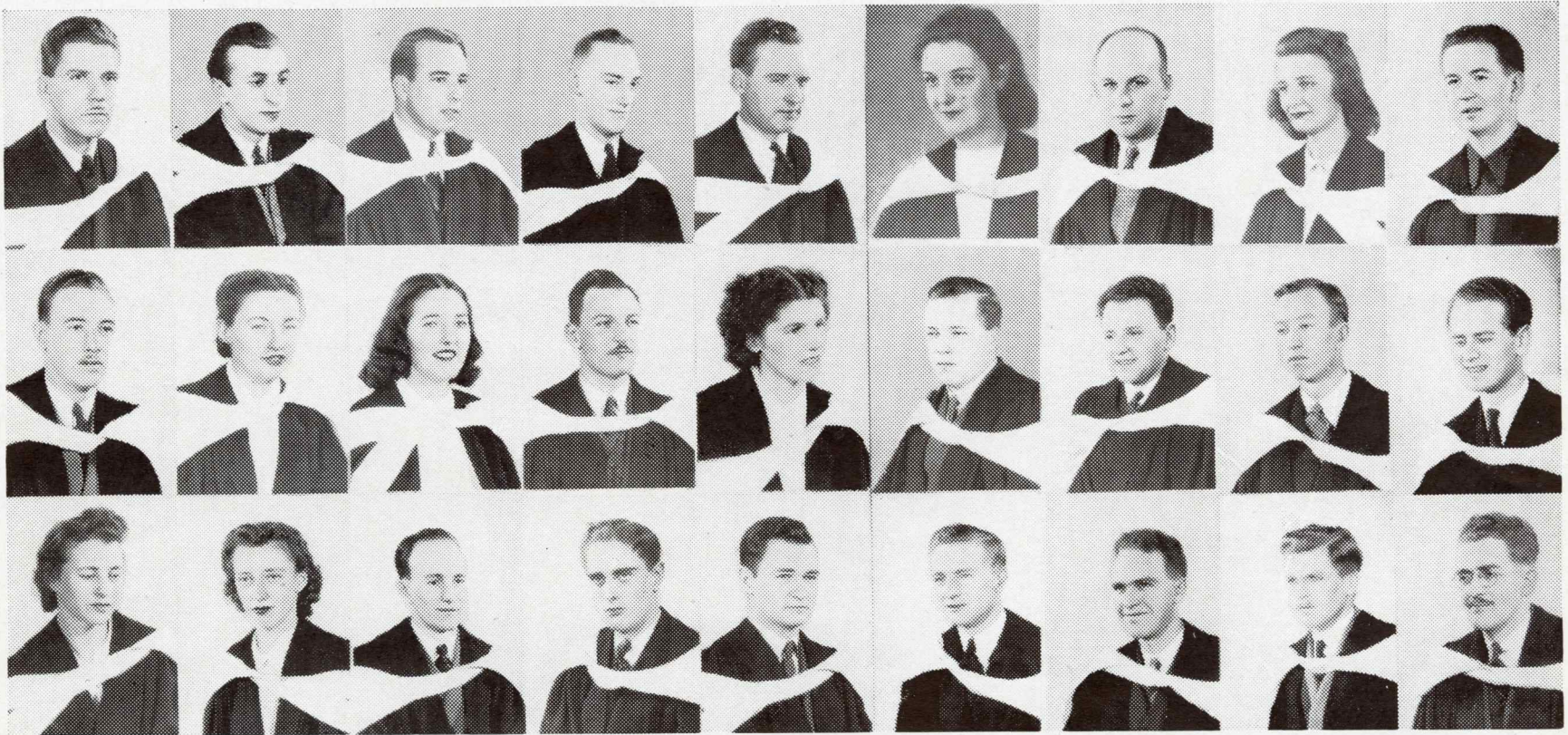




Sir George Williams College  
OF THE MONTREAL Y.M.C.A.

FACULTY OF ARTS, SCIENCE & COMMERCE  
GRADUATING CLASS OF 1940





CLASS OF '41

FACULTY OF ARTS, SCIENCE AND COMMERCE—SIR GEORGE WILLIAMS COLLEGE



# STAFF NOTES

*by Lucille Stem*

**J. R. ADAMS,** He's the tall, fair distinguished  
**B.Sc., M.Sc.,** young prof (married) who roams  
**Ph.D. (McGill)** around the labs delivering lec-  
tures on Bot, Zoo, Geology and  
Physiology (when he isn't down at the Trough with  
Dr. Bridges clearing up the last points re Psychology  
and Physiology correlation). He has polished off a  
work entitled "Fresh Water Ecology". Gives stiff  
exams to all his classes; still students regard him as a  
real friend. "His Dissections are works of art". In  
addition to all this, he is a poppa.

**Dr. J. STANLEY ALLEN** When interviewed,  
**M.A. (UBC),** "Doc" claimed that he  
**Ph.D. (McGill)** dislikes reactionary Tories, enjoys  
transcontinental trips, "my loft-  
iest ambition is to become the first Minister of Propa-  
ganda of the first C.C.F. government". He has a  
terrific sense of humour (of a type); teaches politics—  
with a dash of chemistry. He permits one person only  
to hold the floor at a time—y'know . . . "A swell guy  
and a pal to his students". Perhaps the Doc's greatest  
achievement is his charming family . . . Johnny, no  
doubt, will succeed M. J. Coldwell at the helm.

**Dr. JAMES WINIFRED BRIDGES** Dr. Brid-  
**B.A. (McGill), M.A. (Harvard)** ges claims  
**Ph.D. (Harvard)** that his  
fondness-

es, arranged in order of importance, are women, wine,  
art, filet mignon, and travel. "My great ability is the  
art of blowing smoke rings". He seems to be remark-  
able in calisthenics, too. "My career started at thir-  
teen when I fell in love with my teacher—and I have  
been in schools ever since". Past History? Well: he  
studied contours in Bali, Boro Budur in Java, ancient  
civilizations in Peru, the weeping god of Tiahunaco in  
Bolivia. (No doubt it means something, but what?)

**Prof. DOUGLASS BURNS** Doug, as he is fam-  
**CLARKE, B.A.** ilarly called, is es-  
**(S.G.W.C.)** pecially fond of his  
wife (naturally), his

pipes, cheap tobacco, and good music. How could we  
possibly recognize him without his vagabond hat and  
that extra "s" in Douglass? Professor Clarke (to be  
formal) is quite likely to tear his hair in despair when

his Humanities students fail to appreciate the intri-  
cacies of medieval music (we can vouch for the said  
intricacies) . . . Amazing thing is his ability to smoke  
anything and everything with no apparent ill-effect.  
Was (and is) outstanding member of Guinea Pig Class  
of '37. Organizer and director of the Playmaker's  
Workshop (1931).

**Dean HENRY FOSS HALL** The Dean: Assist-  
**B.A. (Eastern U.) Post-** ant Principal (1926),  
**Grad. Work (Harvard),** Dean of College  
**L.R.E. (Montreal Dioc.** (1935) and Head-  
**Theo. College)** master of the High  
School. He's espec-  
ially interested in people (of all things). As one of his  
students has said, "tolerance, consideration and human-  
ness are terms synonymous with the name, Dean Hall.  
Among the cherished memories of students of Sir  
Georges is the intimate association with his kindly  
personality." We all recall the Dean's frequent  
humorous references to the dearth of his cranial  
coverage (his son calls him "curly"). He served in  
France during 1917-18 with the 42nd Battalion R.H.C.,  
later with the Canadian Y.M.C.A. Secretary-  
Treasurer and Past President of the Royal Astrono-  
mical Society of Canada (Montreal Centre). President  
of the Board of St. George's School.

**Dr. KENNETH EVERETTE** He's been here  
**NORRIS, B.A. (McGill)** for thirteen years,  
**M.A. Ph.D. (McGill),** succeeding Dr.  
Streder as prin-  
cipal in 1935. Dr. Norris is the author of several  
treatises in the field of psychology and adult education,  
notably in his "Three R's and the Adult Worker".  
"My hobbies, I suppose," he says, "are golf in the  
summer and the St. James Literary Society in the  
winter." He spent last summer building a cottage on  
Lake Ste. Francis, doing the hammering and sawing  
himself (with the help of three or four members of the  
staff who did not have the heart to turn down his  
invitation). "Now that old age prevents my partici-  
pation in the game I like best, basketball, my one  
winter sport is volleyball, in which the Registrar  
and I cavort twice weekly (just in case he doesn't  
confess it)".





### "FACULTY PERSONIFIED"

1.—PROF. G. ROBERTSON LENDS AN EAR. 2.—MR. SHEFFIELD, OBLIGING REGISTRAR. 3.—DR. J. ADAMS, BIOLOGICAL "WIZ". (A)—DR. BRIDGES, PSYCHOLOGICAL SURVEY. 4.—DR. ROTHNEY, "1066 AND ALL THAT". 5.—DEAN HALL AND DR. NORRIS, "THE HELMSMEN". 6.—MR. MCCORKINDALE AND PROF. SMITH, "FINE ARTS" AND "RELATIVITY". 7.—MR. MOONEY, MUNICIPAL MENTOR. 8.—PROF. THOMPSON, OUR "MR. CHIPS". 9.—DR. ALLEN EXPLAINING THE "MIGHTY ATOM".



**Mr. C. G. ROBERTSON** His varied and interesting career has been divided between drawing up reports on the vocational opportunities in the City of Dallas for the U.S. Dept. of Labour, doing research on "Collective bargaining in the bituminous coal industry", indulging in his favourite hobby—reading, attending concerts of good music, being a "first-nighter", fishing, and following the trends in politics with his very keen mind. Mr. Robertson has even managed to cram in eight years of teaching in rural and village schools; he still works ardently for higher wages for teachers. Admits to prefer interviewing, to being interviewed. Loves to ply his students with long lists of huge reference and text books for his courses.

**Dr. GORDON O. ROTHNEY** One of our most recent arrivals at Sir George, he has already achieved fame and success with the student body to a remarkable degree. Writes frequently for "Canadian Forum" and "The Canadian Historical Review", which just about characterizes his varied interests in the long Past and events of the very Present. He's spent over four years of his life in wandering over England, France, Italy, Greece, and Scotland and Ireland. Very much enjoys Santa Cruz, objective tests, historical research, college dances, Professor Villard's lectures on l'Histoire de France, S.C.M. meetings and people who really can pronounce Spanish names. He has a definite sense of humour.

**E. F. SHEFFIELD** Registrar and Bursar of the college; was born in Calgary and has been with us for the last six years. Wrote: "National Education in Canada" and "Techniques of Job-Hunting", among other things. Has an intense attachment for volleyball; is perpetually house cleaning his desk. Ambition? To find something to keep his hair down after a swim or shower.

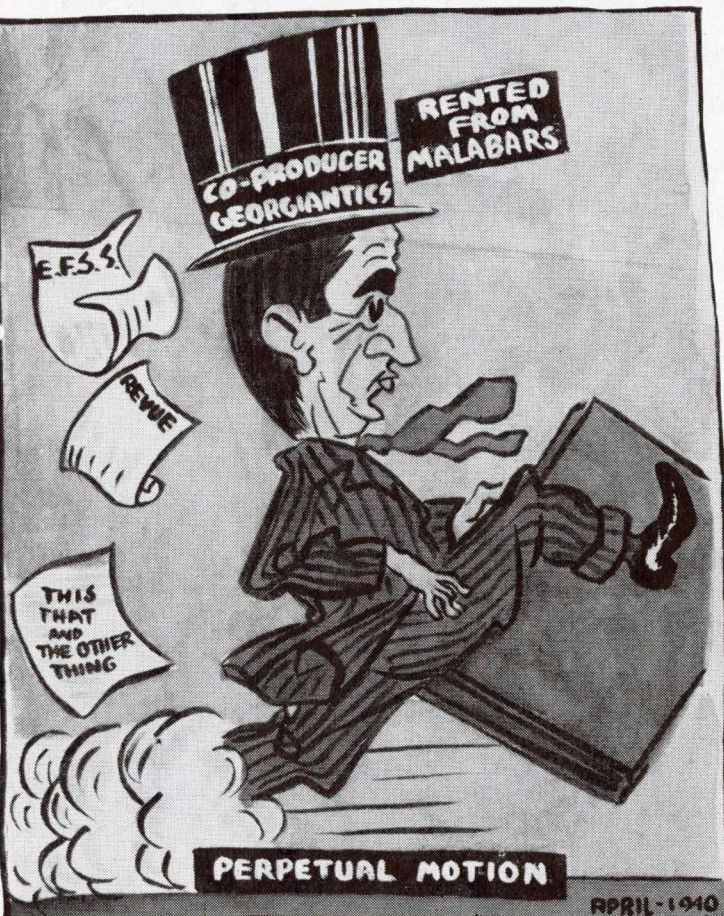
**Prof. M. R. SMITH** A member of the American Physical Society and Sigma XI (Honour Society.) He has been at Sir George for seven years. Prof. Smith has done considerable research in Physics at McGill and spends his summer vacation on projects for the

National Research Council. He just about loves calculus and electron physics, accurate watches, high fidelity radios and gramophones, symphony music and woodwind ensembles. Also sketches to keep up his skill in curve tracing. Mannerism: giving his glasses exercise every few minutes. The professor is first and foremost a gentlemen; insists on giving the very best seats in the classroom to the ladies every time. Freshmen look forward to his annual performance on the oboe. He has the happy custom of inviting his advanced class in physics for tea.

**Prof. CLAUDE W. THOMPSON** The Senior Professor in the Humanities Division for ten years. On Humanities: "if anyone knows what it means, most of us are still trying to find out". "My chief enjoyment is lying in bed, or when feeling very energetic, I paddle a canoe. My only outstanding ability is avoiding work." (We know better, Ed.)

**Dr. PAUL VILLARD** Professor Villard has been with us for six years. Is definitely a literary person. Included among his contributions in this field are: "Les Salons littéraires en France au 18<sup>ème</sup> siècle"; "Les Petites Ecoles en France au Moyen Age"; "Preparing the Way"; "Up to the Light"; "Quarante années au Service de la Pensée française". He has been a distinguished professor of French literature in France (from 1887 to 1897, was Principal and Governor of the French Methodist College of Westmount, Associate Professor at McGill, 1911-1936 (now on retired list). Has been the chief medical officer attached to the French Consulate General at Montreal since 1914, and an ordained minister of the United Church of Canada. He has been signally honoured by the Government of France in previous years and by King Albert of Belgium in 1923. He has a particular horror of "les jeunes filles qui fument les cigarettes", and the students who "machent la gomme" in class. Dr. Villard adds greatly to the enjoyment of his lectures by re-enacting the scenes from the various stories in the course. To behold him in "Les Trois Mousquetaires" (with his galoshes on) is as good as a duelling match between Doug. Fairbanks, Jr., and Basil Rathbone. His students admire his exquisite French, but will probably never acquire an authentic accent like his—from Ste. Etienne, France.







# Georgian Diary

by H. F. Quinn

NOTE.—I might mention that my contemporary, Mr. William Shirer, the American newspaper correspondent, has seen fit to use my caption in calling his latest book "Berlin Diary". This, however, is purely a coincidence without significance in the realm of letters.

IT is customary today for individuals—the great, the near great and the would be great, to write autobiographies; hence this modest contribution to our national literature. To the reader I will leave the decision as to which category I am to be put in. (I trust that the decision will be favourable, but I fear for the worst.)

As most of the readers are probably aware, up to a short while ago I was a member of the student body of the College, and I hope therefore that I will be pardoned if I reminisce a little. It has been impressed upon me for some time that in view of my rather extended sojourn at Sir George (a mere matter of eleven years), and also taking into consideration my advanced age (though Life begins at forty), I must sometime sit down and write the story of my life for the Georgian archives before I pass on to "The Happy Hunting Ground" where extra-curricular activities are unknown.

This dubious little piece of literary potpourri which I am perpetrating on long-suffering Humanity and which I choose to call "From Freshman to Faculty—A Century of Progress," may also give some slight glimpse into the growth of the Georgian Tradition over the years. I can even lay some claim to having contributed to that tradition, such as it is.

It might seem incredible to some that "The College with the Corridor Campus" has a tradition. Yet years of research have convinced me of this fact. That tradition lies in the personalities and events which have played their part on the Georgian scene over a period of years—those illustrious names which are inscribed in the Hall of Fame (and the Men's Common Room.)

I must admit that my knowledge of these things is necessarily limited by my point of view as an Evening student who suffers from the hallucination that all the great events in Georgian annals have taken place in the Evening Division. I trust that my former compatriots in the Day Division will overlook this heresy.

It all harks back to the days, many years ago, when

Henry Seyward, philosopher, poet and theorist (more commonly known by the "nomme de plume" of "Henry the Hermit", and whom we must look upon as the Prime Mover") conceived the fantastic and grandiose plan of forming an evening student society. The project was launched with due formality, ceremony (and some misgivings) in the Winter of 1937-38. Out of these modest beginnings has developed that magnificent superstructure of co-ordination, that pulsating expression of human energy, that supreme example of naked power—the Evening Faculty Students Society.

The E.F.S.S. has served as the fountain head from which flows the inspiration for all student activities, the "mother ship" of student ventures, which are many and varied, (so much so that there is an old Georgian axiom that whenever two students meet, they form a committee.)

I can here only mention a few of these activities and a few of the personalities involved due to the limitations of space (and my serious lapses of memory due to approaching senility.)

As a former thespian and an artist of some disrepute, I suppose it is natural that my thoughts should turn first to Georgiantics—that scintillating extravaganza of music, laughter (and "corn"), which, in the past year, was guided by the able hand of Mr. William Hamilton. The Georgiantics which we know today had its origins as a brain child of those two pioneers, Harold Potter and Gerald Mahoney (commonly known as "The Emperor"), both of whom I have had the honour of calling associates.

I also deem it an honour to have trod the boards with that versatile artist, that unparalleled performer, that accomplished comedian—light of foot and heavy of frame—Mr. David Campbell. I must admit, however, that I always had a feeling of inferiority when performing before the footlights with Mr. Campbell (I felt that, as an actor, he bulked much larger in the public eye.)

Up to my very last years as a student, I had an eminently successful career in college politics, having had the honour of losing more political campaigns at the College than any other candidate. Particularly noteworthy was the titanic struggle in which I was involved some years ago as a candidate for the Presidency of the E.F.S.S. (in which I went down to defeat



It must be admitted, I think, that my political career and my renown in the College owes much to the craft of that well-known cartoonist and neophyte, Donald S. Quinn (Quinn Secundus), who as my publicity manager was of considerable assistance in keeping from my shoulders the heavy burden of public office. Quinn was so successful in his work that, whereas in the beginning he endeavoured to make his

Knowing of my interest in things political, several years ago I was given the task of organizing the Political Problems Club. Witnessing its well-attended meetings today at Scott's Restaurant on Sunday nights, and the interest it has aroused throughout the College during this past year, I cannot help but remember the days when Reed Barnes and myself



It was while I was engaged in the political arena that I first came in contact with that human dynamo, Phoebe Prowse, with whom, alas, I did not always see eye to eye in matters concerning "the body politic" at our College (perhaps, in a certain measure, due to my anti-feminist tendencies). Particularly deep was the cleavage between us as to whether women's place was in the home, or in the Women's Common Room.

Other student activities I could touch on, and write about at great length, (activities which started as experiments and ended as traditions) such as the Annual Winter Carnival which owed much to the organizing ability of Bob Holmes. The Carnival has now become a major College activity and this year was attended by over two hundred students. By no means must we forget "The Georgian", which started as a monthly and has grown to the status of a college



weekly, largely due to the efforts of its successive editors, Olaf S. Meyer, Fred Kerner and Wynne Peterson. (It is probably superfluous for me to add that the success of the *Georgian* is in no respect due to the fact that from time to time it has seen fit to publish various literary masterpieces from my pen).

I cannot leave without mentioning several other individuals with whom I have had the opportunity of being associated in different projects: Stu Hunter, fellow-performer in *Georgiantics*; Jean Lockhart, enthusiastic young social reformer and critic of the "vested interests", who worked with me on the C.S.A. committee; Fergus Cronin, skiing associate (who always made me "ski" back from a trail); the genial Mr. Hirschel Darwin, Editor of this Annual (and therefore at least partly responsible for the publication of this "Message to the Masses"); Mr. Earl Duchesne, with whom I have had the pleasure of

having many a quiet chat concerning "The state of the Nation" over a cup of coffee at various Montreal rendezvous.

Particular mention must be made of the inimitable Mr. Richard Brayley, B.A., perpetual chairman of the Social Committee, whose socials at the Ritz Carlton and Victoria Hall have helped put the College on the map in Montreal social circles.

This brief survey of individuals and events which have made Georgian history is necessarily incomplete, but it does, I trust, leave some record for posterity of the growth of The Georgian Tradition over the years. Regretfully I must lay down my pen as Georgian archivist, but with supreme confidence that some one else will take it up and continue this record of kaleidoscopic events, marching across the pages of Georgian history.

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## Grad.: Washington

*by Helen Kallmeyer*

*Busses* — Always crowded — they never wait for passengers — beware of Expresses, I went two miles beyond the office one morning — extremely polite drivers.

*Blackouts* — Too many of them — playing bridge in the bathroom (the only room blacked out) — trying to reach the telephone in time — missing the last step — ouch.

*Men* — Rather scarce — American men amusing and interesting — more Englishmen in town than Americans it seems — American sailors jitterbug just like Canadian sailors — every private in the army looked like an officer until you realized that there just isn't any battledress here for privates — men don't give their seats in street cars to ladies here either.

*Short Items of Interest* — Shortage of coca-cola — store clerks ask you to carry parcels unwrapped, if possible, to save paper — air raid instructions posted everywhere — still an abundance of silk and nylon stockings — saw my first giraffe, not the D.T.'s, it was in the zoo — the beautiful apartment buildings on Connecticut Avenue, which is Washington's Westmount — "Don't Walk" and "Walk" traffic signals in Neon lights, for pedestrians — universities giving evening courses on the same plan as Sir George, except they are free, or else very inexpensive.

*Night Life* — Working late at the office — on the other hand, there is the Gayety Theatre, Washington's

burlesque show—the Neptune Room for cocktails—Shoreham Hotel for Dancing — skating at the Ice Palace — trying to get into Loews to hear Glen Miller — jitterbugging at the Casino Royal, not very different to the Auditorium.

*This thrilled me* — My first view of the Capitol; buying cigarettes 20 for 15c; the first time I heard an authentic Southern accent; symphony concert in Constitution Hall; meeting John L. Lewis on the street (we didn't speak); reading the Gettysburg address engraved on the wall in the Lincoln Memorial; the statue of Lincoln; seeing Katherine Hepburn in the play "Without Love"; my date with a Yale man; shaking hands with Mrs. Roosevelt after a speech she made.

*This amused me* — Little metal tokens instead of tickets for the bus fares; offices in apartment houses (you pray not to be put in a kitchen); the picture on my identification pass; the fingerprint man who put down my complexion as "freckled" — Americans are so frank; when I told a friend the time on a crowded bus, and three strangers told me that my watch was fast; Americans' ignorance of Canada ("Is Montreal a town or city?"); people obeying the traffic lights—if you don't, a policeman will give you a ticket; hard liquor being sold in drug stores; the Southern girl who asked a French Canadian from Montreal if she spoke French "fluently."



# THE EDITOR'S PAGE

## "SEMPER FIDELIS"

This was the guiding principle of Sir George Williams, our founder, and having adopted his coat of arms, we might appropriately take to our hearts this motto of "Faithful Forever" as well . . . Our loyalty to the ideals for which this College stands has been nobly proven by the voluntary enlistment of over 200 of our students, past and present, for active service in all branches of the Armed Services. Already some have made the supreme sacrifice. It is incumbent upon us, who, are restricted to serve on the home front, to not break faith with them.

## A NEW BUILDING

The grads of '42 have called themselves the "Cornerstone Class" and chosen as the gift to their Alma Mater a token payment (the first) towards initiating a building fund. In the short span of six years the student body of the Faculty of Arts, Science and Commerce of Sir George Williams College has leaped from 296 in '36 to its present total of over 1,100 day and evening students . . . Perhaps present undergraduates may yet see the erection of a new edifice which it is hoped would rise as a tribute everlasting to our boys in the fighting forces . . .

## NEW EXTRA CURRICULAR ACTIVITIES

The past year has seen the inauguration of several

important student activities, not least of which were the Student Council, the War Council, the Social Hygiene Seminar, the Science Club and the College Annual. The list is rather impressive, but somehow I cannot help feel that perhaps this coming year, the student war effort will be intensified even more than heretofore. It might possibly include a Red Cross unit comprising a nucleus of sisters, mothers and wives of our boys Overseas. Wives of members of the Alumnae and the Faculty Staff would probably volunteer their aid in connection with this important work.

## AU REVOIR

It is with a feeling of leaving "Home" that we of the class of '42 bid farewell to our beloved Alma Mater, but as we do so, it is with the fond hope that we shall prove worthy of her to whom we owe more than we can ever hope to adequately repay . . . Finally I wish to thank our subscribers, our advertisers, and our contributors, on behalf of the working board of this, our first College Annual, for their having helped us translate into reality what for some time had been merely another dream . . . Wishing the College Annual Working Board of '43 every success in "carrying on" with Volume II.

HIRSCHEL HAROLD DARWIN.



## ACKNOWLEDGMENTS

Photos of Cornerstone Grads—Jacoby Studios.

Frontispieces—John Rodriguez.

Montages, pp. 28, 41, 70, 75—Jack Markow

Art Work, p. 36—Sybil Covicy.

Montages, pp. 37, 38, 39, 66, 80, 82, 85, 92—John Rodriguez.

Gatefold at p. 40—Federal Photos.

"Letter of An Airman to His Mother" at p. 37, courtesy of Times Pub. Co., Eng.; Coronet Magazine, U.S.A.; E.P. Dutton & Co., U.S.A.; MacMillan Company, Toronto, Can.

Cartoons, pp. 30, 32, 54, 88—Don. S. Quinn.

Cartoons, pp. 52, 56—Courtesy of John Collins & The Mtl. Gazette.

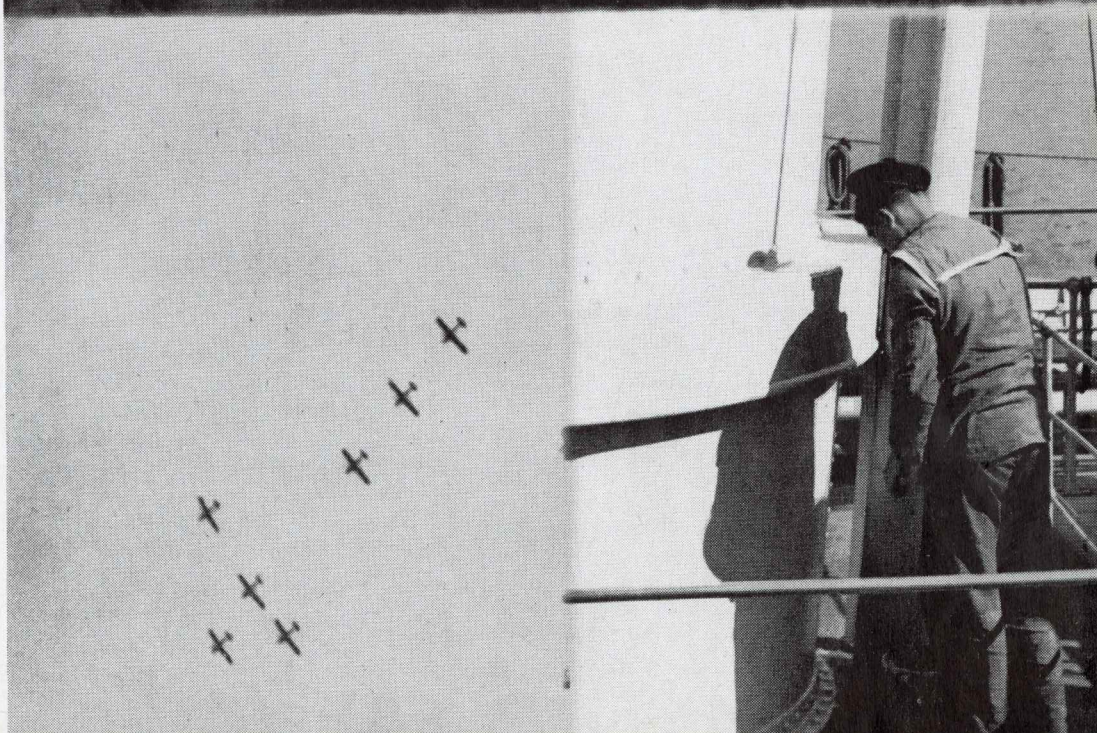
Cartoons, pp. 47, 57, 61, 93—Courtesy of Jeff Chapleau & "The Montrealer".

Art Reproductions, pp. 88, 89, 90—Art School, Sir Geo. Williams Coll.; pp. 95, 96, 97—courtesy National Galleries of Canada, Ottawa; pp. 98, 99, 100—courtesy Art Association of Montreal.

Others: For Photos: C.N.R. Photo Service, Mr. Conrad Guibord, Joe Rosen, Jack Bloom, Jack Markow, Don Barry.



# MILITARY





*They Serve For Freedom*



## Sir George Williams College

### ACTIVE SERVICE ROLL

Lieut.	ANDERSON, F. L. P.	R.C.A.S.C.	Sgt. Pilot	LORANGER, J. A.	R.C.A.F.
Sgt./AG	ANGLIN, Wm. S.	R.C.A.F.	Ac2	LUTTEREL, T.	R.C.A.S.C.
Flight Sgt.	BARR, C. R.	R.C.A.F.	Sgt.	MACKENZIE, D.	R.C.A.F.
	BELL, E.	R.C.A.F.	L.A.C.	MAHONEY, G.	R.C.A.M.C.
	BENSON, J.	R.C.A.M.C.	L/Sgt.	McGAIN, J. W.	R.C.A.F.
Capt.	BEVERIDGE, J. W.	No. 2 H.U.	Sub. Lieut.	McKELLAR, S. S.	R.C.E.
P/O	BICKERDIKE, G.	R.C.A.F.	Sub. Lieut.	McNIVEN, J.	R.C.N.V.R.
A/C	BIEFER, G.	R.C.A.F.	P/O	MIEDEMA, L.	R.C.N.V.R.
Sgt. Pilot	BINNIE, A.	R.A.F.	P/O	MEYER, O.	R.C.A.F.
Gunner	BIST, A. C.	R.C.A.F.	Lieut.	MORRISETTE, A.	R.C.A.F.
2nd Lieut.	BLAIR, W. W.	R.C.A.		MORRISON, F. C.	C.G.G.
Sgt.	BOURBONNIERE, R.	R.C.A.		MORRISON, K.	
	BRADLEY, H.	M.N.	L.A.C.	O'ROURKE, F. P. D.	R.C.A.F.
	CAMPBELL, K. D.	R.C.A.F.	L.A.C.	OWEN, J. E.	R.C.A.F. (K)
	CARTER, B.	R.C.A.F.	Cpl.	PETERSON, A. A.	R.M.R.
	CARTIER, Y.	R.C.A.F.	Pte.	PIOTROWSKY, P.	R.C.E.
Sgt. Pilot	CHAMBERS, R. C.	R.C.A.F.	P/O	POTTER, C.	R.C.A.F.
Sgt.	CHANDLER, L. D.	R.C.A.F.	L.A.C.	POTTER, D. D.	R.C.A.F.
Sgt.	CHICOINE, V.	R.A.F.	Sgt. Pilot	POTTER, H. W.	R.C.A.F.
Gunner	CHODAT, A.	C.A.T.C.		PRUPAS, H. S.	R.C.N.V.R.
Tel.	CHURCHILL, H. Geo.	R.C.N.	Cadet	PYPER, K. P.	(K)
	CHURCHILL, N. C.	C.D.C.	Cpl.	QUINN, D. S.	R.C.A.M.C.
	CLARK, J.	R.C.A.F.	L.A.C.	RAISTON, H. J.	R.C.A.F.
Sgt.	CLARSON, H. A.	R.C.A.F.	Sgt.	RASBERRY, L. C.	R.C.A.F.
P/O	COHEN, S. J.	R.C.A.F.	Lieut.	REDWOOD, P.	C.A.T.C.
Sgt.	COWELL, W.	R.C.A.F.	P/O	REID, E. F.	R.C.A.F.
Cpl.	FISHER, W.	R.C.A.F.	Ac2	RESNICK, M.	R.C.A.F.
L/AC	FLETCHER, G. M. C.	R.C.A.F. (K)		RICHARDSON, L.	C.M.G.R.U.
P/O	FLITTON, R.	R.C.A.F.	L.A.C.	ROBERTSON, B. I.	R.C.A.F. (K)
Ac2	FRANCIS, C. L.	R.C.A.F.	P/O	ROBERTSON, J. L.	R.C.A.F.
S.G.M.	FRANKLIN, A. E.	C.C.S.	Sub. Lieut.	ROBERTSON, J. R.	R.C.N.
Sgt. Pilot	GANNON, S. F.	R.C.A.F.	Ac2	ROBINSON, J. F.	R.C.A.F.
Sgt. P/O	GASCO, W. A.	R.C.A.F.	Cpl.	ROBINSON, J. H.	R.C.A.F.
Sgt. Obs.	GOAT, F. G.	R.C.A.F. (M)	P/O	RUNTE, A. W.	R.C.A.F. (M)
Sgt. Obs.	GODBEHERE, J. H.	R.C.A.F.	Lieut.	SINGER, A.	R.C.A.
Sub-Lieut.	GORDON, J.	R.C.N.	Lieut.	STARK, B. M.	R.C.N.V.R.
Ac2	GORE, J. D.	R.C.A.F.		STEINBERG, D.	R.C.O.C.
Sgt. P/O	GRANT, W. J.	R.C.A.M.C.	Capt.	STEWART, J. G.	R.A.F.
	GUINDON, M.	R.C.A.M.C.	P/O	STINSON, W.	R.M.R.
P/O	HALL, L. A.	R.A.F. (W)	P/O	STOCKDALE, A. M.	R.C.A.F.
	HARRIT, P.	C.S.C.	P/O	SWETMAN, W. H.	R.C.A.F.
	HIRSCHBERG, J.	U.S.N.	P/O	SWINDON, W. W.	R.A.F.
	HEWLING, W. G.	R.C.O.C.	L.A.C.	SYMONS, J. H.	R.C.A.F.
P/O	HODGSON, E. H.	R.C.A.F.	Lieut.	TEDLIE, J. A.	R.M.R.
	HOGG, S.	R.C.A.F.	Ac2	THOMAS, E. J.	R.C.A.F.
2nd Lieut.	HOLMES, R. S.	R.C.H.	Lieut.	THOMPSON, C. M.	R.C.A.S.C.
Aviat. Cadet	HUDES, S.	C.A.S./U.S.A.	Sgt. Obs.	THOMPSON, C. G.	R.C.A.F.
Tel.	JAMIESON, R. A.	R.C.N.V.R.		TIBBEY, H. G.	R.H.R.
Sub. Lieut.	JAMES, G.	R.C.N.	Ac2	TUPPER, T. A.	R.C.A.F.
L.A.C.	JONES, W. E.	R.C.A.F.	P/O	WADDELL, M. J.	R.C.A.F.
Pte.	KELLY, J. J.	R.C.A.M.C.	Cpl.	WAITE, W. S. C.	R.C.A.M.C.
A.B.	KNEEN, G. V.	R.C.N.		WALSH, D. R.	R.H.R.
Cpl.	KIRKHAM, W. G.	C.A.S.C.	L.A.C.	WATSON, A.	R.C.A.F.
Ac2	LAVERY, W. H.	R.C.A.F.	L.A.C.	WEBSTER, R. I.	R.C.A.F.
Sgm.	LAWSON, J. V.	H.C.C.S.	Cpl.	WILKINSON, C. G.	Dental Corps.
	LEATHWOOD, T.	R.C.N.		WILLIAMS, Geo. A. T.	R.M.R.
Sgt.	LEE, Wm. T.	R.C.A.F. (K)	L.A.C.	WILLIAMS, R.	R.C.A.F. (W)
Gm.	LESTER, R.	R.C.A.		WOODLEY, F. T.	R.C.A.F.
Cpl.	LISTER, W.	R.C.A.F.		ZACKON, Ed.	Black Watch.

(K) Killed. (M) Missing. (W) Wounded.

Sybil A. Correy



THOUGH I feel no premonition at all, events are moving rapidly, and I have instructed that this letter be forwarded to you should I fail to return from one of the raids which we shall shortly be called upon to undertake. You must hope on for a month, but at the end of that time you must accept the fact that I have handed my task over to the extremely capable hands of my comrades of the Royal Air Force, as so many splendid fellows have already done.

First, it will comfort you to know that my role in this war has been of greatest importance. Our patrols far out over the North Sea have helped to keep the trade routes clear for our convoys and supply ships, and on one occasion our information was instrumental in saving the lives of the men in a crippled lighthouse relief ship. Though it will be difficult for you, you will disappoint me if you do not at least try to accept the facts dispassionately for I shall have done my duty to the utmost of my ability. No man can do more, and no one calling himself a man could do less.

I have always admired your amazing courage in the face of continual setbacks; in the way you have given me as good an education and background as anyone in the country, and always kept up appearances without ever losing faith in the future. My death would not mean that your struggle has been in vain. Far from it. It means that your sacrifice is as great as mine. Those who serve England must expect nothing from her; we debase ourselves if we regard our country as merely a place in



PAINTED FOR CORONET BY WILLIAM PACHNER

which to eat and sleep.

History resounds with illustrious names who have given all, yet their sacrifice has resulted in the British Empire, where there is a measure of peace, justice, and freedom for all, and where a higher standard of civilization has evolved, and is still evolving, than anywhere else. But this is not only concerning our own land. Today we are faced with the greatest organized challenge to Christianity and civilization that the world has ever seen, and I count myself lucky and honoured to be the right age and fully trained to throw my full weight into the scale. For this I have to thank you. Yet there is more work for you to do. The home front will still have to stand united for years after the war is won. For all that can be said against it, I still maintain that this war is a very good thing; every individual is having the chance to give and dare all for his principle like the martyrs of old.

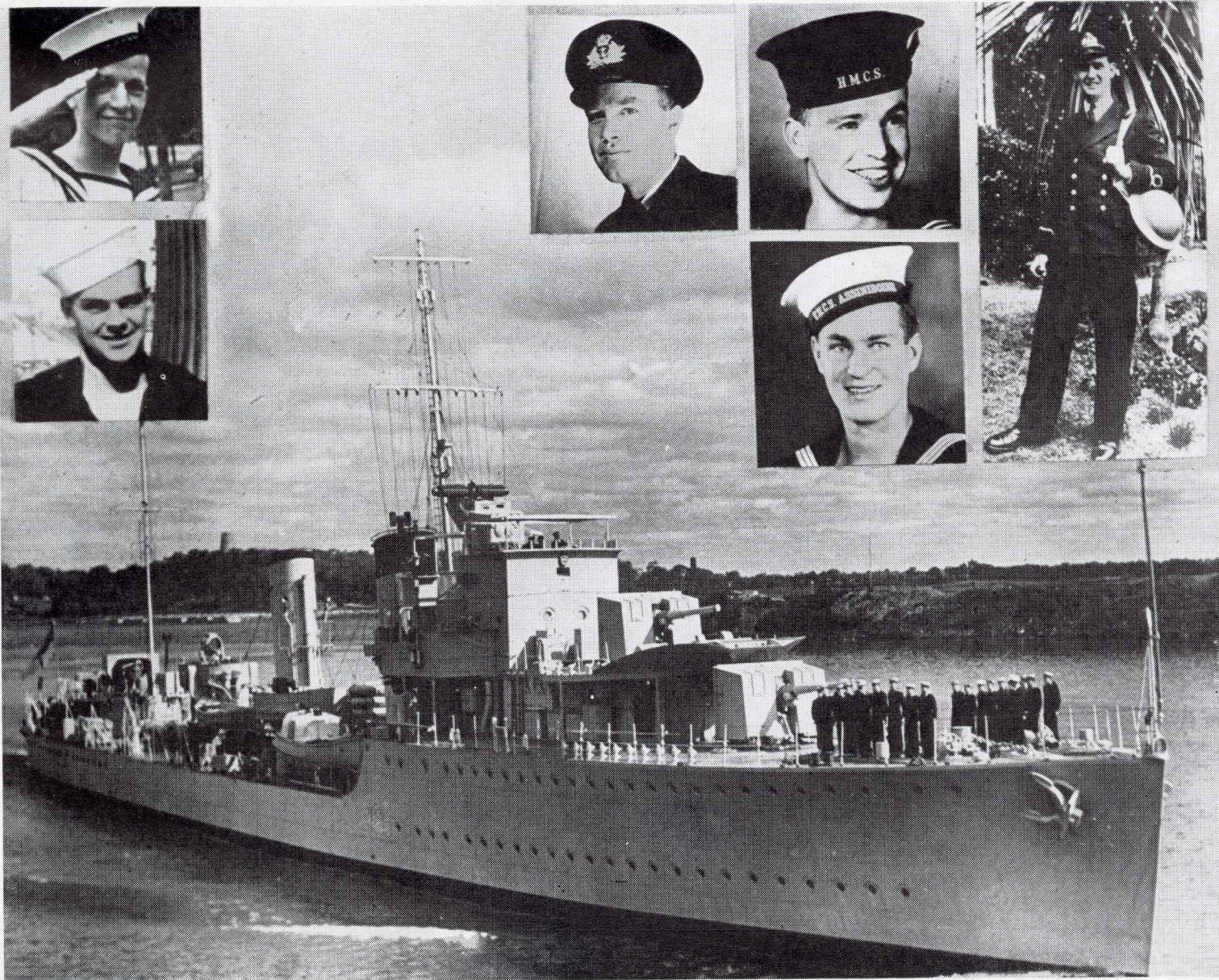
However long time may be, one thing can never be altered—I shall have lived and died an Englishman. Nothing else matters one jot nor can anything ever change it.

You must not grieve for me, for if you really believe in religion and all that it entails that would be hypocrisy. I have no fear of death; only a queer elation. . . . I would have it no other way. The universe is so vast and so ageless that the life of one man can only be justified by the measure of his sacrifice. We are sent to this world to acquire a personality and a character to take with us that can never be taken from us. Those who just eat and sleep, prosper and procreate, are no better than animals if all their lives they are at peace.

I firmly and absolutely believe that evil things are sent into the world to try us; they are sent deliberately by our Creator to test our mettle because He knows what is good for us. The Bible is full of cases where the easy way out has been discarded for moral principles.

I count myself fortunate in that I have seen the whole country and know men of every calling. But with the final test of war I consider my character fully developed. Thus at my early age my earthly mission is already fulfilled and I am prepared to die with just one regret, and one only—that I could not devote myself to making your declining years more happy by being with you; but you will live in peace and freedom and I shall have directly contributed to that, so here again my life will not have been in vain.

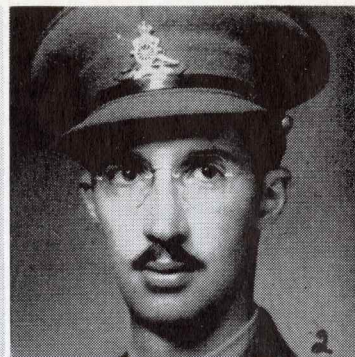




# "ANCHORS AWEIGH"

1.—MIDSHIPMAN GEORGE CHURCHILL. 2.—MIDSHIPMAN JACK HERSHBERG, U.S.N.R. 3.—SUB-LIEUT. GORDON JAMES. 4.—MIDSHIPMAN R. A. JAMIESON.  
 5.—MIDSHIPMAN G. V. KNEEN. 6.—SUB-LIEUT. LOUIS MIEDEMA. THE SHIP—H.M.C.S. "OTTAWA" (WITH ST. HELEN'S ISLAND IN BACKGROUND).

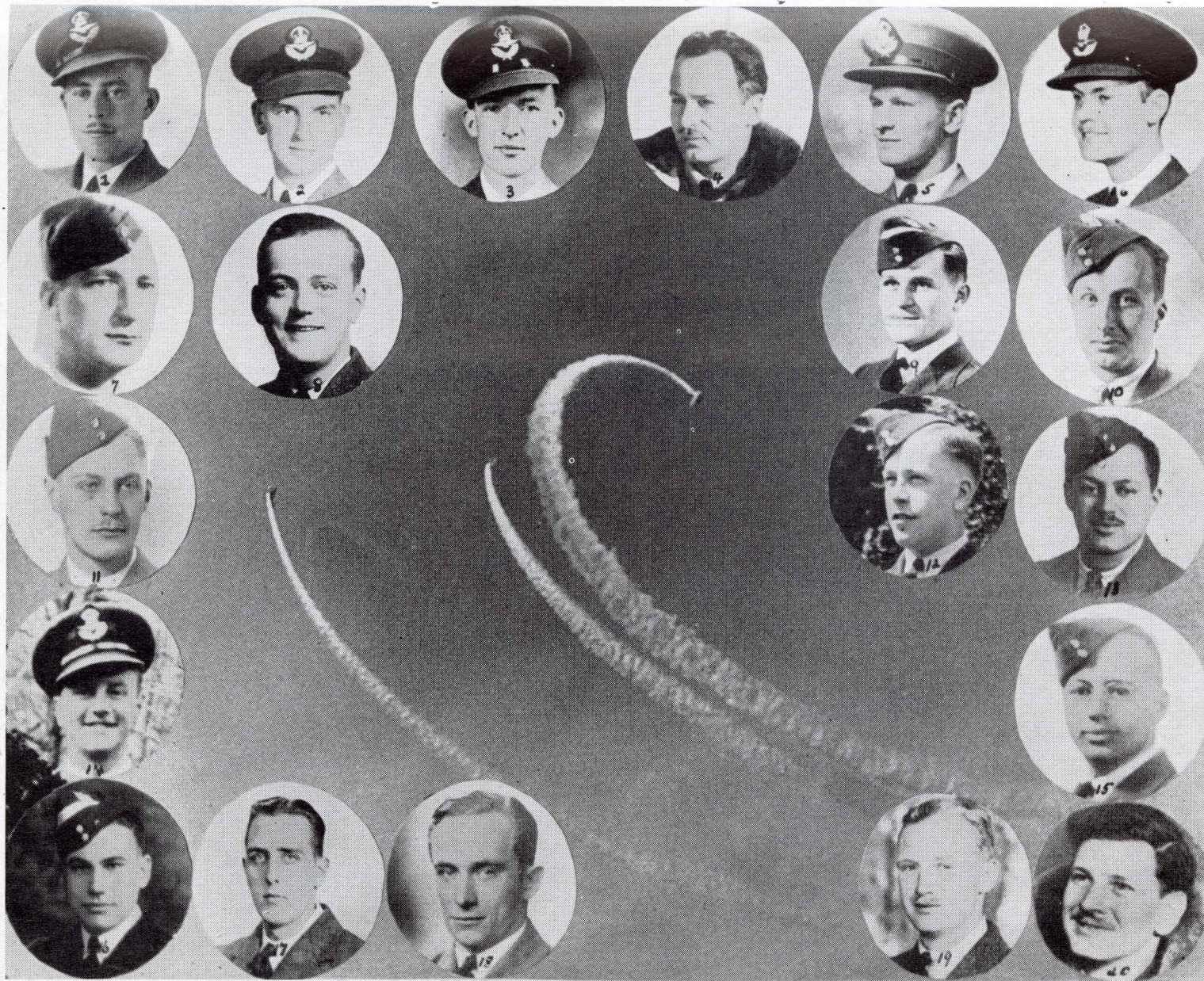




"WE STAND ON GUARD FOR THEE"

1.—CPL. C. G. WILKINSON. 2.—LIEUT. P. REDWOOD. 3.—L/Sgt. S. S. MCKELLAR. 4.—CPL. D. S. QUINN. 5.—N. C. CHURCHILL. 6.—SGT. G. MAHONEY.  
7.—LIEUT. J. A. TEDLIE. 8.—W. G. HEWLING. 9.—K. D. CAMPBELL. 10.—D. STEINBERG.





### "CAPTAINS OF THE CLOUDS"

1.—P/O E. H. HODGSON. 2.—P/O ROBERT D. FLITTON. 3.—P/O A. W. RUNTE. 4.—AC<sup>2</sup> MALCOLM RESNICK. 5.—F/O A. R. MORRISETTE. 6.—P/O JOHN L. ROBERTSON. 7.—AC R. J. WEBSTER. 8.—SGT. U. CHICOINE. 9.—SGT. PILOT J. A. LORANGER. 10.—SGT. L. D. CHANDLER. 11.—LAC WILLIAM E. R. JONES. 12.—SGT. F. J. GOAT. 13.—CPL. DONALD POTTER. 14.—P/O WILLIAM W. SWINDEN. 15.—AC JAMES GORE. 16.—SGT. PILOT R. G. CHAMBERS. 17.—AC M. J. WADDELL. 18.—P/O LAWRENCE HALL. 19.—SGT. PILOT STEPHEN F. GANNON. 20.—FLT. SGT. CHARLIE R. BARR.



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"ON ACTIVE SERVICE"



1st Row, L. to R.—P/O C. POTTER, SGM. J. VICTOR LAWSON, AC<sub>2</sub> C. L. FRANCIS, P/O OLAF MEYER. 2nd Row—SGT. PILOT W. J. GRANT, AC<sub>2</sub> T. A. TUPPER, AC<sub>2</sub> DONALD E. MACKENZIE, P/O C. BICKERDIKE. 3rd Row—2ND LIEUT. R. BOURBONNIERE, LAC ALAN WATSON, P/O S. J. COHEN.





SIR GEORGE WILLIAMS COLLEGE BASIC TRAINING CORPS (1942)





### "OUR MILITARY TRAINING CORPS"

1.—"ON GUARD". 2.—BREN GUN TRAINING. 3.—"ATTENTION". 4.—ON PARADE. 5.—OFFICERS AND N.C.O.'s. 6.—SGT. HEATH. 7.—PTE. MARKOW. 8.—THE O.C. 9.—A CORPS PHOTOGRAPHER.



# THE COLLEGE BASIC TRAINING CORPS

*by Lieut. W. M. Ford*

WHEN the Government announced its policy of allowing a postponement of compulsory military service to all eligible college students, providing they took the required number of training hours in a unit, Principal Norris immediately took the necessary steps to establish a basic training corps in the College. After many delays and prodigious work on the part of Dr. Norris, the corps was finally inaugurated in December, 1940, under the command of Lieut.-Col. Edwin C. Gill, M.C., a veteran of the last war, with Captain Victor Birks, a reserve officer of the 17th Div. R.C.H., as second in command. M.D. 4 provided the corps with an excellent instructional cadre under Lieut. Patton, which performed miracles with the time and equipment allotted.

Owing to the division of students into day and evening faculties, many problems presented themselves. Time tables of training to allow for the required one hundred and ten hours as laid down by M.D. 4, at the same time fitting into the College time table, had to be drawn up. Arrangements were made for adequate floor space for drilling and lecture purposes, and an orderly room was set up. Through the kindness of Lieut.-Col. Ritchie, officer commanding the Victoria Rifles of Canada, and Lieut.-Col. Darley LeMoynes, officer commanding the 6th Duke of Connaught Royal Canadian Hussars, the day and evening companies were allowed to use their armouries and equipment for drill purposes.

The setting up of the orderly room was ably handled by Captain Birks who had had considerable experience as adjutant of the 17th D.Y.R.C.H. It is through his untiring efforts that complete records were kept of each man's attendance and progress; and the success of the corps is due in no small measure to Captain Birks' efforts.

Although the age limit was set at 21-24, approximately one hundred and thirty students from 17 years up volunteered for training in the corps. No uniforms were provided and very little equipment was obtainable, yet on the completion of training the corps gave a splendid exhibition of military smartness. Towards the end of the training syllabus, the corps was unfortunate enough to lose the services of Lt. Patton, who left for active service, and it was left to carry on under its own officers and N.C.O.s.

Approximately 40 members of the corps went to

camp at Mt. Bruno on June 15, 1940, for a fifteen-day training period. These gained recognition for themselves for their soldierly bearing and behaviour, and brought great credit to the college. They showed the effects of their excellent leadership and training and formed a splendid nucleus of a college corps for the ensuing year.

With the resumption of college in the fall of 1941, the Corps swung into action immediately and recruiting reached a new high. Approximately 135 students, all eligible for call, enrolled, and the syllabus of training was implemented immediately. Owing to press of business, Lieut.-Col. Gill resigned the command, and Captain Birks became the officer Commanding. Lieut. Wm. M. Ford, Director of the Business School, was appointed Second in Command, and Lieut. J. Chapleau, Adjutant. The corps was very fortunate in being able to draw all necessary uniforms and equipment from the McGill C.O.T.C., and its thanks are due to Lieut. Col. Morris, O.C., Major Brown, O.C. of the McGill Reserve Training Battalion, and Major Bagg, Quartermaster, for their kind co-operation. The same arrangements regarding drilling facilities were made, and M.D. 4 provided the corps with two excellent instructors, Sgt.-Major Baker, and Sgt. Heath.

A highlight of the corps' activities was a corps dinner held in November by permission of the officer commanding, with Lieut.-Col. Gill, Lieut. Col. Morris, Dr. Norris, and Mr. Sheffield as guests of honour. Members of the corps provided the entertainment, which was well received and showed an excellent *esprit de corps*.

In January, 1942, the Corps lost its Officer Commanding. Captain Birks, who resigned his commission to go on active service with R.C.A.F. A special detachment marched to the station to bid him farewell. At the same time the corps lost the services of Sgt.-Major Baker, who was sent to a training camp as instructor. Lieut. Ford assumed the command, leaving the appointment of Second-in-Command temporarily vacant.

The College Corps has kept up the tradition established by Lieut.-Col. Gill, Captain Birks, and Lieut. Patton, for soldierly deportment and skill, and is looking forward to fifteen days at camp to round out its activities.



In conclusion, a word concerning the personnel of the College Corps. Every member is serving as a volunteer and is taking his training seriously. There has been established an *esprit de corps*, a pride of unit, and a feeling of something well done. Many of the corps have left for active service; many have been

accepted in C.O.T.Cs., and many are merely waiting their turn to go. Any man who works long hours each day, studies and attends lectures three nights a week; and devotes one evening and Saturday afternoon to military drill, certainly has what it takes. Come what may, we of the College are ready.

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## WE SHALL NOT FAIL THEM

Dear Fellow Georgians:

It is certainly a great pleasure to be able to say "hello" once again. Although many of us have been called away these past few years, I'm sure we still walk the college halls in spirit. Without exception we are all looking forward to a renewal of the fine times we had together.

I was very pleased to learn that the enrollment in the college had reached a new high during the current year. Despite this evident increased interest in education there are many who seem afraid of the future and what it may bring. It is to them in particular and all students in general that I address this message.

Students must be careful these days not to fall into a "what's the use" mood. They see no point in going on as they had planned. Why? "Because" they say, "the future is so uncertain". They wonder where they will be five years from now. What the world will be like and just what the individual will mean to it. On every side they hear prophecies of a new order; witness a growing mountain of debt; are subjected to the nerve racking strain of war.

All I can say to them is that I appreciate how they feel. The future does look pretty black. But . . . The future has always been uncertain, yet man has gone on planning—planning. It would be a poor life indeed if the individual lived it for the moment only. Fortunately he or she never has, but has always strived to make this world a better place to live in and a richer heritage for their children.

We could sit down and wait, and later do the goose-step and have our lives regimented for us. But we can't and won't sit down, but will carry on. We shall continue planning and preparing and fighting for the kind of world we want to have, the kind of life we wish to enjoy and our children after us.

The men of Dunkirk were uncertain of their future, but they didn't sit down. They fought on, against terrific odds and eventually won their way to freedom. The men of Singapore didn't sit down, even though they knew the future held little hope for them. Against an overwhelming host of the enemy they fought on . . . to glory. They knew their country and their kin expected this of them . . . that they would not fail.

The navy has an unwritten law—"Never give up the ship". To all Georgians I would say "Do not give up the ship". Stick to the job and realize that no matter how long the night, day is sure to dawn. It will be the brighter for your labours and perseverance.

In closing I should like you to read and to remember the message given us by William Ernest Henley in his "Invictus":

Out of the night that covers me,  
Black as the Pit from pole to pole,  
I thank whatever gods may be,  
For my unconquerable soul.

In the fell clutch of circumstance,  
I have not winced nor cried aloud,  
Under the bludgeonings of chance,  
My head is bloody, but unbowed.

Beyond this place of wrath and tears,  
Looms but the horror of the shade,  
And yet the menace of the years,  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.

Sub.-Lieut. R. Gordon James, R.C.N.V.R.





LOOK, SERGEANT! SPRING IS HERE !

An R.A.F. Station,  
"Somewhere in England,"

January 25, 1942.

Greetings from the R.C.A.F.! It certainly was great news to me, as I know it will be to all other old Georgians, to read that Sir George will at long last have its Annual. I am very proud to have been invited to contribute a few words on behalf of those in this Service who have attended Sir George Williams College.

Were it not for "The Georgian" I should indeed be poorly informed as to who of my fellow Georgians are now serving in the Air Force; so far it has not been my good fortune to meet a single one since I arrived Overseas. Hence I feel that I am in rather a poor position to write on their behalf.

Of this I feel fairly certain. We all cherish the memories of our good old days at Sir George. News of the College is always good news and more than welcome for it is news of the life that once was ours and cannot return too soon to suit us.

From the R.C.A.F. Georgians:—

To Issue One of the Annual—the very best. May it be "a good show".

To Graduates and Undergraduates—keep those "home fires" burning bright.

To our fellow Georgians in the Navy and Army—"Thumbs Up"—Good Luck—may the day soon be here when we will all be home again.

Cheerio.

S. OLAF MEYER P/O.,  
R.C.A.F. (Overseas).



# LITERARY





# "THESE SIMIANS"

*by Norman Manson, Jr.*

*"Man must not question the divinity of man".*

THE more I think about, and ponder upon the human race, and its infinitesimal role upon a very minor planet in one of the smaller galaxies of the universe, the more I become amazed! It was natural, I suppose, that, at a time when man's natural history was still very young, man should have believed himself to be master of the universe, and lord high executioner of all lesser animal forms. Even with the advent of increasing knowledge, this superiority complex, this "cockiness" did not depart—indeed, in many cases, it only added fuel to his burning desire to be considered by all and every, the undisputed lord of all he surveyed. Just at what point he assumed divine origin is hard to say, for this, like many of Earth's secrets, seems to be buried in the mold of Time. At any rate, this puny creature still looks upon himself as having been created in the image of the Divine Creator, the Divine Purpose and Cause of the universe. There is no gainsaying the fact that he has been given ample cause to believe himself such—has he not conquered all other forms of life? Has he not peopled the world until his number is legion? Has he not become "civilized", and made tremendous progress? But all these arguments are human arguments, designed to appeal to human minds. To consider them as being final would be to admit that man is blind to the evolutionary processes going on round about him, processes which were in existence before he came, and which will go on long after he has disappeared from the scene. Whether these forces are truly evolutionary or not is not the purpose of this essay; at the same time, most scientists and students of natural processes are conscious of the fact, well-proven, that there are tremendous forces at work in our world today. Call these forces what you will, God, Evolution, chemical change, they are all one and the same, and for man to claim kinship with these forces, seems, even on the face of it, to be absurd. I do not believe that thinking men seriously consider man as here to stay to the end of time. As Clarence Day (*This Simian World*) says: "Our hold on the planet is not absolute". It is quite within the realm of possibility that man may yet succumb to the insect, or to the germ world. Mind you, man has within his grasp the power and the ability and the means to exterminate these menaces, once and

for all, just as he has helped to exterminate the Dodo. Nevertheless, one has only to remember the fate of the great Saurians, who once roamed this earth in undisputed sway, yet where are they? Man has been pleased to say that these previous generations of beings were merely steps in the preparation of this earth for the habitation of man; but if the world has gone through such steps, it is easily seen that man might himself be just such another step in nature's course; and who knows what future generations might consider man a step further in the same process for themselves? In the face of such possibilities, it is amazing to find that man, the divine, man the master, man the eternal, has been so blind in considering himself perfect, that he has concerned himself more with the improvement of other breeds than of himself. Whenever man has improved his stock, it has been more a question of luck than good management on his part. To take a few cases in point. It was not because Cro-magnon man felt the destiny of his race when he exterminated Neanderthal man—it was for no such lofty purpose consciously conceived that he strove against all other races of mankind. And it was not because he was armed with an altruistic purpose that he was able to win victory over the opposing forces. No! All these things were possible because he had the natural forces on his side, the forces called by Darwin "the survival of the fittest" and the "struggle for existence".

With the coming of "civilization" however, man has considered the right of other animals to improve, and so he has caused to breed fine strains of race-horses, racing-dogs, hunting-dogs, fur-bearing rabbits, and even super-species of guinea-pigs. But when it comes to the question of improving his own stock and of strengthening his hold upon this planet, he becomes squeamish over something he calls a "soul" and the right of every creature, and especially, man, to life. Indeed, the eugenists are looked upon as a dangerous lot of criminals trying to rob us of our heritages.

When I studied economics, I came in contact with a survey in the U.S.A. which stated that in a few generations, unless something were done about it, one-half the population of the U.S.A. would be supporting the other half in idleness, through direct relief. This condition was to come about, not because there would be no jobs, but because the incompetent and



unfit would have propagated to such an extent as to have produced a terrifying amount of human beings who would be unemployable!

Truly, man seems to be standing in the way of his own intellectual, physical, and spiritual advancement. We criticize Hitler, not so much for his eugenic plan, but because he is blind to the fitness of other peoples besides the German nation, to improve the breed.

This very squeamishness of refraining from probing the real possibilities of man has made the following poem possible. It emphasizes how really little we know of ourselves and what the future could hold for us.

### THE SEQUEL

We little realize or understand  
The thoughts that in another person's mind  
Give character and action to his life.

He lives, he moves, and sometimes worships God—  
I do the same, and yet, we're not the same;

He's in his world and I am in my own;  
Sometimes, we meet, share life, then go our ways,  
Each in his separate cell to dwell apart.

Joy, Sorrow, Bleakness, sometimes vain Regret  
Will cross our paths, and touch us equally,  
And yet, though touched alike, we still remain  
Ourselves, each different from the other in this wise,  
That character and outlook, just these two,  
Will sift reactions and give two results.

'Tis strange, amazing, that two human hearts,  
Constructed equally, will thus respond  
With unlike acts, and thus give added growth  
To that same wonder of this world extant.

But who will read the workings of God's mind?  
With Him alone, the secrets of the soul  
Are kept and nourished to the end of Time:  
And He still keeps His knowledge to Himself!



OH YES, HE'S ONE OF THOSE DELAYED ACTION TYPES!



# DISCERNMENT

*by Vernon H. Bonyun*

*Thinking without learning makes one flighty,  
and learning without thinking is a disaster.*

*Confucius.*

NOT so long ago I came across a passage written by Lin Yutang which impressed me. His words were: "The aim of education or culture is merely the development of good taste in knowledge and good form in conduct. The cultured man or the ideal, educated man is not necessarily one who is well-read or learned, but one who likes and dislikes the right things. To know what to love and what to hate is to have taste in knowledge." The cultured man is not he whose mind is brimming over with historical dates and encyclopaedic knowledge about topical subjects and whose attitude is all wrong, whose point of view is deplorable. Such a man may have erudition but no understanding. Erudition, valuable though it may be as an adjunct, is a mere matter of acquiring various facts and information for the sole purpose of their possession, while taste or discernment consists of "artistic judgment".

This can best be illustrated by the biographer who, with scrupulous care, has set down all the facts and the influences on the life of his subject and has done so in a completely scholarly manner, but, who, through lack of understanding or insight, has been unable to give a true picture of the person. Such an individual has no discrimination from the standpoint of knowledge.

Education in its true interpretation, then, is entirely a matter of good taste. But how may one develop good taste? To do so requires the ability to think independently, the capacity to withstand the spurious onslaughts of social, political, literary, academic and artistic humbug. A person possessing these attributes will refuse to give his approval to a current vogue in literature, a modern style of painting or a new school of philosophy simply because those around him do so. He will, instead, learn as much as he can about what he discusses, form his own ideas, and, above all, be able to say why he has formed the opinions he expresses.

Not only is learning a prerequisite to independent thought, its chief purpose should be to foster independent thought. The close alliance between education and thinking, their oneness is best expressed by

Confucius in the epigram which appears under the title to this essay. It is not my intention to use this as a springboard in a tirade against our educational system; it is an undebatable fact that our institutions of learning concentrate on cramming the maximum amount of scholastic knowledge into their students, that what was formerly a pleasant pursuit of knowledge has now become an almost feverish passion for collecting degrees and diplomas. We have almost, but not quite, lost sight of the real purpose of education which is the development of good taste in knowledge.

In order to put ourselves on the right track we must turn to the principles which were the whole life and purpose of the ancient philosophers. We must attempt at least to secure a measure of that insight which characterized the teachings of such men as Jesus of Nazareth, Buddha and Confucius. One of the oldest writings, the Book of Proverbs, contains these words:

Wisdom is the principal thing, therefore get wisdom; but with all thy getting get understanding. Somewhat more recent and phrased differently, there is this inscription above the Faubourg St. Germain:

Do you deserve to enter? Pass. Do you ask to be the companion of nobles? Make yourself noble, and you shall be. Do you long for the conversation of the wise? Learn to understand it and you shall hear it. But on other terms?—No.

In attaining this much sought-after understanding, we must all start from "scratch". In that, each one is similar but many of us like to *think* we are different. This business of thinking is actually where most of the trouble originates. It is Ruskin with his customary candor who tells us:

Unless you are a very singular person, you cannot be said to have any thoughts at all—no right to think but only to try to learn more of the facts—respecting religions, governments, sciences, arts you will find that on the whole you can know NOTHING—judge nothing; that the best you can do, even though you may be a well-educated person, is to understand a little more of the thoughts of others, which so soon as you try to do honestly, you will discover that the thoughts even of the wisest are very little more than pertinent questions.

You will not be able for many and many a day, to come at the real purposes and teaching of these great men; but a very little honest study of them will



enable you to perceive that what you look for your own "judgment" was mere chance prejudice, and drifted, helpless, entangled weed of castaway thought.

How shall we acquire this understanding? By listening to the great teachers of all time, by being students all our lives, by keeping our minds open, and, finally, by keeping our hearts open. Once more I refer you to John Ruskin as he counsels:

Having then faithfully listened to the great teachers that you may enter into their Thoughts, you have this yet higher advance to make; you have to enter into their Hearts. As you go to them first for clear sight, so you must stay with them, that you may share at last their just and mighty Passion.

Taking the substance of the several quotations I have used, there emerges a distinct personal philoso-

phy. It is this. Education consists of the development of good taste in knowledge. Good taste in knowledge requires independent or individual thought. And where the individual is, there also enters that indefinable element called the soul. In the final analysis, the human factor, the soul, the spirit (call it what you will), becomes the essential item. Probably no one has expressed this more beautifully than Archie Lampman, one of our Canadian lyric poets, when he says that we should:

So address our spirits to the height  
And so attune them to the valiant whole  
That the great light be clearer for our light  
And the great soul the stronger for our soul:  
To have done this is to have lived, though fame  
Remember us with no familiar name.

---

## Two Sonnets

*by Joan Currie*

### MARCH '42

Should your life fail so far from me, and all  
That we have loved: the graceful, silent sway  
Of bare-limbed trees, like some old-fashioned shawl  
Of lace across the breast of sleeping day;  
The wind that sobbed across this war-torn world,  
And called, and groped with blinded, tear-filled eyes  
For peaceful days long past, and failing, hurled  
Its grief up through the bleak, unfeeling skies.

Should unkind Fate decree that you should never gaze  
Into my eyes again, and find reflected there  
Your hopes, and dreams, and joys and fears, your  
heart that prays  
To God for Life, for just the chance of love and  
share  
All that He gives: yet, though our lovely Earth were  
free,  
If you were gone, that peace would hold no sould  
for me.

### AFTERLIFE

When all this strife has ceased to be, Dear Heart,  
We'll go as ever, happy, hand in hand,  
Through starlit fields and dream our dreams again.  
When wars no longer call for us to part,  
When dawn no more sees Death but smiling lands,  
When hate has passed from out the hearts of men,  
And we have won a world completely free  
Of tyrants' power, we'll plan afresh the years to be.

These are my hopes. But Love, should you fall there,  
So far from home and dreams we two have shared,  
I would not weep but walk head high in pride,  
As you would wish me to, put dreams aside,  
Of years we might have had, heart glad though sore,  
That we, who loved each other so, loved Freedom  
more.



# CHAPLINESQUE

*by Herman Buller*

OUR universe is one of immense suns, hot or cold or dead, shouldering each other in space; ceaselessly dying and being born; minute planets spinning like moths humbly and meaninglessly. Our particular planet reduced to the level of moments in the history of stars. And humanity aspires and expires without knowing whence come or whither go these beautiful stars whose garden is the heavens. But no matter how small or insignificant our globe be, it will always be great enough to provide a magnificent stage for human suffering and love; with suns for lamps, eternity for a background, man the protagonist, and the creative mind to direct.

And so unfolds the story of human misery, pain and folly. Of man doomed to be irrevocably human, and pleased to find everywhere that there are men who are worse asses than he. And so unfolds the human tragedy-comedy of pathos and satire, of tears and laughter, brought to the eyes of mankind by the interpretative touch of the imaginative thinker. He who has emerged from the struggle of mediocrity versus genius; of mass versus individual—has observed man with his foibles, vices and absurdities and reduced them to their common denominator—humanity. Lo! and Behold! The Artist, Chaplin.

There is a delusion common to all mankind. Each one regards himself the hub of the universe. And though only one out of millions can become a genius, there is always someone somewhere who aspires to be that one. Charles Chaplin, a child of the London slums, and Adolf Hitler, the son of a petty customs official, are typical examples; the former has succeeded, the latter has failed. Hitler is the great buffoon; the strutting heir of creation; who exhibits the perfected cries of apes, deadened and enfeebled during the course of ages. If only this tailless anthropoid could see himself in the eyes of eternity he would hang himself on the nearest tree. His lack of humour, his narrow mind and short perspective, sustain him with a delusion of grandeur on this grain of sand in the infinite desert of the universe. The Hitlerian man, who understands the symbol of the sword, is completely helpless in the throes of Chaplinesque humour which stings him to the quick. And thus we see how small The Great Dictator is and how great The Little Men—the oppressed—everywhere are in their struggle to make this planet fit for human habitation. The social pathos

of Dickens, the Gallic irony of Voltaire, and the Semitic humour of Sholem Alechem are all synthesized in the Chaplinesque Caricature, which poignantly plucks at the life-strings of one's heart.

Classicism was part of aristocracy, romanticism was the compensation of the rising bourgeoisie, and realism was the artistic expression of triumphant science, the effort of art to see the world with the objectivity of scientific socialism. And thus, the realism of the social satire of "Modern Times", shows how the individual has sunk into the undifferentiated mass, a specialized mechanism of human flesh, an unimaginative dolt who works himself to death, the pathetic symbol of moribund capitalism. The striking contrast of the splendid industrial plant, wherein he is a wage-slave, and the vermin-infested shack on the waterfront, wherein he exists, is socially significant. Then again, the incident whereby he picks up a red flag which had fallen from a passing lorry, and waving the flag pursues the driver in a vain attempt to attract his attention, but unwittingly attracts the attention of a large group of factory workers who soon parade behind him presumably singing (silent picture) the Internationale, shows the trend and tempo of the times. The film ends as this bandy-legged animal with a cane goes forward hopefully along the vista of the future, he and the slum-girl, whom he loves, merging into the dusk and forming a single shadow to be separated in the middle by death.

In the "Gold Rush" of man we see that moral altruism is impossible when economic and political individualism mirrors itself in a moral individualism unsurpassed in the strategy of material gain. The social order whereby one being exists to the detriment of others, is brought out vividly in the frigid regions of the North, warmed only by the foul breath of acquisitive man. The film opens with Browning's optimism of "God's in his heaven, all's right with the world"; as this tattered bundle of humanity wends his way cheerfully along the dangerous edge of a precipice, unaware of the enormous bear following him. And so blissfully ignorant of the ever-mocking grin of death, the little man goes on ironically contemplating a future of yellow riches. And the elements play with him and toss him about in life's hand-to-hand encounter with Fate. Here, too, we learn of the emptiness of life when devoid of love; as the frustrated little



man yearns for the affections of the Dance Hall Queen who vocalized vulgarity in the nearby Palace of Pornography, where men lost their delusions. The little man's imagination had converted this impressario of obscenity into a Helen of Troy. And as usual the dream of this forlorn lover was more seductive than the realities this woman had in her power to offer him. And so we leave the little man, a cipher in the great dialectic problem of social life, searching for a solution.

The quintessence of the Chaplinesque social philosophy is the democracy of the little men everywhere, with their many colors, codes and creeds, and their

many shapes and sizes. The little man can have his liberty in his own corner of the world only by protecting the other little man's freedom wherever he be. The little men can be free here only if little men are free everywhere. The same thing that may be used to take away the freedom of only one little man somewhere may be used to take away the freedom of all others everywhere. For all the little men everywhere form one total organism called Man; and any system of human organization that is not strong enough to give freedom to all little men everywhere ought not to exist upon the face of this earth.

## Emotion

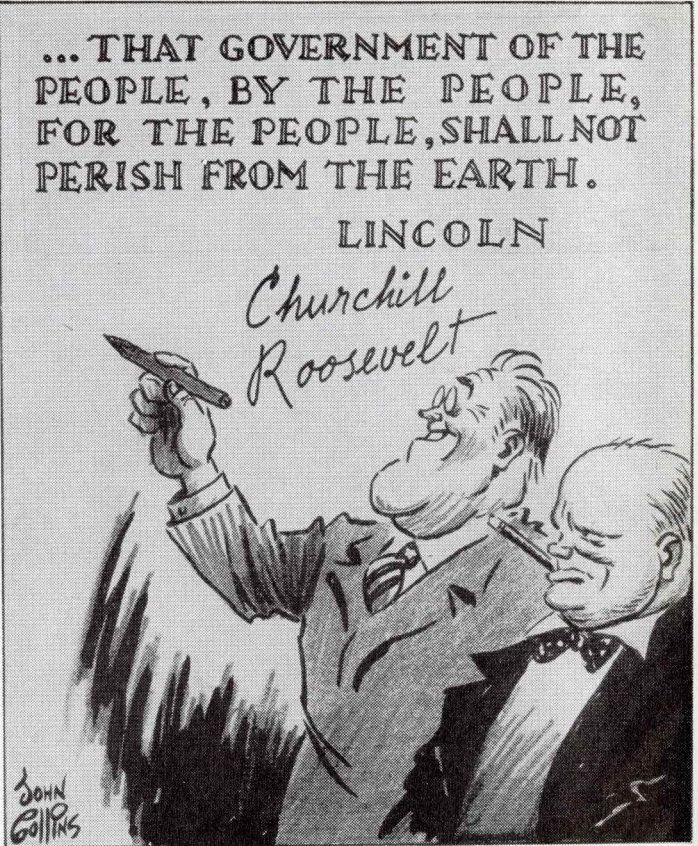
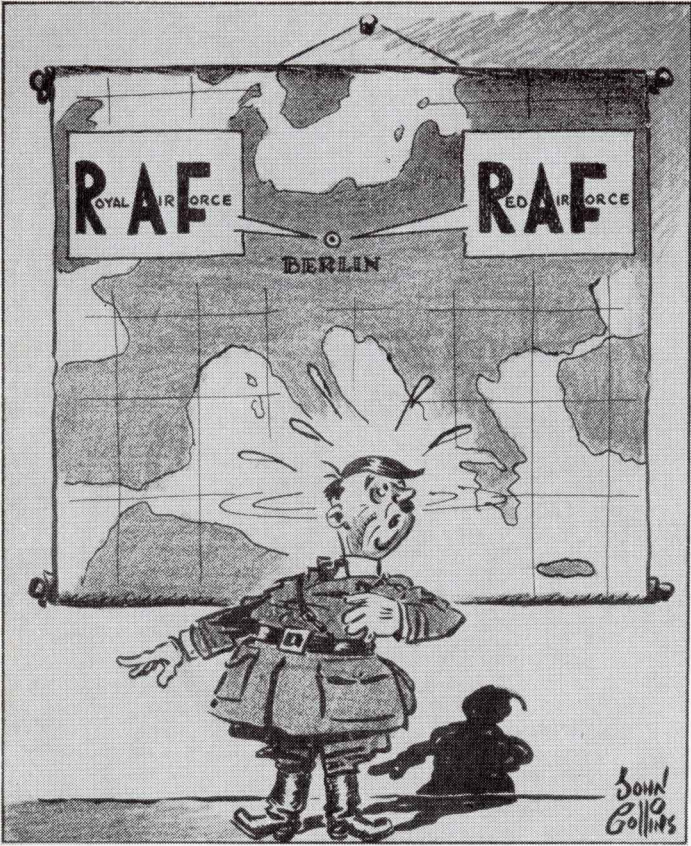
*by J. H. Evelyn*

I was the surge,  
the drift and weather of ocean  
bleak  
tone-grey  
flying  
in the storm.  
You ran hard  
across the sands  
making tiny footmarks where I could not follow:  
knowing that,  
you hid yourself from the terror,  
from the drowning of the sea.

Long hours of rich dreamings  
Strident designs,  
Fire-fed yearnings and hollow agony inside my being  
Long hours and  
dry and tortured, darkened hours  
of twilight thought  
of scissored plans alone.  
Half-voiced urges, deep demandings  
screamed  
across the sun-swept lawns  
Then your too-kind silence and unbending.

Great temple edifices of exquisite agony—  
knowing I had hurt you,  
reached your core at last,  
knowing,  
in my half-sorrow, I had hurt myself,  
coloured all my doings with  
a halo of despair.







# FRONTIERSMEN

*by Henry Seywerd*

RECOGNITION of our Evening College—what ever is meant by that—is an everpresent concern of our students; with some surprise however one finds that much of such discussion is based on consistently wrong premises. Discussion is motivated on the one hand by concern over the practical sufficiency of the educational programme as compared with the traditional colleges and universities, on the other hand (and perhaps equally potent), concern over social recognition of the degree conferred by the college. The latter is not freely spoken of, since it is not part of democratic mores (or perhaps, one may say, the mores of the Evening College?) and can be disposed of easily: Sir Geo. Williams is not a finishing school; it has none of the characteristics of those canadian universities who count among their students a good many who are there through economic selection.

This points at once to the fact, often ignored, that comparisons with the traditional college as a model ultimately cannot be made, first because of the different character of the student body itself, and secondly because of the different educational objectives framed by the College. This eliminates the common assumption that recognition must rest upon the extent to which the Evening College approximates more orthodox institutions; there is no equal basis of comparison. We may briefly analyse the differences.

Here we have a student body much more homogeneous than any other, made up almost entirely of wage and salary workers whose study aims are primarily practical and utilitarian; but it is well to note that the aims of the college do not specifically cater to those expressed by the students: the kind of education it offers may be characterized as liberal and humanistic: its programme is built upon the pandemic idea which lies at the basis of the curriculum. The purpose is rather (quoting Dr. Norris), to educate "... men and women of broad view and understanding, men and women of culture (if you will) who are able to see their job not only in its details but in its relationship to the rest of life, to the economic and social structure of nations and the highest aspirations of mankind." Thus the college does not offer that type of specialized, professional education which is presupposed when comparing traditional institutions. The very fact that the student body is unique would itself be sufficient to alter curriculum and policy. We need consider only the oft-

mentioned greater age and maturity of the Evening student. What exactly does it mean?

The individual who enters Evening College has usually cast his first vote; has been self-supporting for some years, and often has supported others by his earnings; has filled a more or less responsible position; has been called on to play roles and accomplish tasks for which traditionally the education which he is about to enter upon was supposed to fit him. A moment's reflection will show that to subject him to the unchanged traditional curriculum and discipline were to put him back into short pants.

Education must adjust itself to him and, in so doing, it can forego the theoretical and intellectual frills, and the crystallized attitudes of teaching the ignorant. The old theme of convocation speeches is that education is to prepare the individual for life, for which (if education ever does so), it is now much too late in the case of the adult student; instead, our kind of education seeks to bring the individual's activity within a larger frame of reference and further it therein, seeks to impart newer and richer appreciations of his experience. Nor is this merely a fly-leaf philosophy; it is concretely set forth for anyone to see in curricular requirements and general policy. It is still noticeably experimental; why it must be so, disregarding other other reasons, will appear more clearly when some of the more subjective aspects of maturity are considered. Maturity here means self-discipline in overcoming the many obstacles in the way of evening study; it takes the place of other compulsions and much educational discipline, putting the onus for success largely upon the student. It means also a relatively clear view of objectives, hence less scattering of energy on the road to their achievement; it implies further a developed critical attitude, which rests on practical knowledge of the subject matter under review. It also involves a certain perspective on education itself, since for most students it must remain subordinate to the practical demands of gaining a livelihood in the total effort of which evening study is only a part.

These factors on the whole are undoubtedly assets, yet they are usually accompanied by a serious drawback. Maturity here also means that the objectives of the student have been defined in his comparatively fixed way of life, by set interests, attitudes and habits,



of thinking which, when compared with the youth and plasticity of the newcomer to the regular institutions, are a distinct handicap. This might not hinder the student who comes to college merely for an extension of skills which he already possesses, that is, the student who wants to specialize, but he is confronted with the educational objectives of the college which require his interests and attention in a variety of subject matter, seemingly unrelated to his aims, to the appeal of which he may not have been previously exposed or to which he has already closed his mind. This calls for new efforts and adjustments, often difficult and sometimes never made. In effect, however, this is his education.

The large variations in all these factors from student to student and from year to year can only be met by frank experimentalism. The college perhaps has not sufficiently impressed this on its students.

It may take a long time yet before a structure general

enough to embrace all these factors will be evolved; meantime this is productive of a sense of adventure in the students; it finds expression in much of extra-curricular activity which often is not so much supplemental as it is a conscious attempt to help in the construction.

It should be obvious now that recognition must come to us on our own terms. It means recognition of a new type of education, carried on under unusual conditions, that is, unusual for Canada; in the United States, one is told it is no longer a problem. This country too in time will follow the example as it has in other things, it will not only accept but demand it—especially under the exigencies of postwar problems, which should give a tremendous impetus to the whole field of adult education. Sir George Williams is exploring the frontiers; it may well turn out to have been the laboratory from which similar institutions will take their start.





# EDUCATION—WHAT AND WHY

*by John B. B. Archer*

I HAVE often wondered if we, members of a college that has rapidly evolved from a practically embryonic state to, shall we say, adolescence, have a clear idea of what we ought to expect in the way of education from the society which will emerge after the present war is won.

We students all over Canada represent, together with our mentors, the driving force and very lifeblood, educationally speaking, of our country. Upon us will, therefore, devolve the task of directing the intellectual life of tomorrow or, in other words, of moulding future economic, political, and social enterprise. Upon us will likewise fall the responsibility of interpreting and putting into effect those ideals of democracy for which so many of our fellow Canadians willingly gave up their lives. They have gone forth again to make the world safe for democracy and civilization—for the rest of us, that is to say, and again their effort will have been in vain unless those who remained behind or came after them carry out their share of the task.

Inasmuch as this awesome responsibility is ours, do we then know what is expected of us—what we are to expect of the future—Do we realize what, for instance, the role of education and of educational institutions should or will be once the conflict is over? It we do not know these things, if we do not bother to think about them, we betray the trust placed in us by our valiant fighting brothers. We neglect our duties and shirk our responsibilities to ourselves, to Canada, to the world, and to generations to come.

Actually, in using the collective “we”, I refer principally to myself. It is another way of asking myself these very questions and by so doing to evoke mentally pictures and ideas of a world I should like to help in shaping. I find that this process helps crystallize my thoughts on the subject and I suggest that possibly this practice may benefit you individually in the same manner.

The importance of knowing what one wants is especially accentuated by the fact that many groups in Canada have definite ideas of what they expect from and after the war. Bankers have made it known that they wish a return to the pre-war system of economy and finance; businessmen, that they will insist on freedom from regimentation and governmental control; labour groups, that they will advocate government by the working classes; churches, that they will plan for

complete rededication to religious influence; military leaders, that eternal armament will be the feature of their planned reconstruction; politicians, that pork-barrel politics and parliamentary chicanery will still be the design for Capitol Hill.

In view of these various conceptions and aspirations, what is the desideratum which educationists and educational institutions will strive for? Will it be merely quiescence to an order established and dictated by motives of lucre and of bias, or will they play a vital dynamic part in the rehabilitation of society? Will they really aim to “ensure the happiness of man through the co-operation of mankind” as Harry Dana wrote, or will they truckle to big interests as so often has happened in the past?

Speaking for myself, I feel that unless the educational life of Canada is toned and tuned up to produce truly thinking, democratic Canadians, our educational system will have fallen down on the job and consequently we shall have lost the peace.

Education that tolerates the use of brute force or moral terrorism as a means of conviction is definitely not good education. Education that forbids free expression of ideas and presents only a biased aspect of facts is not good education. Education that caters to one caste, or group is not good education. Democracy of the future has no room for prejudice and holds no brief for indoctrination. In a civilized society, educational institutions should be devoted to the propagation of truth, should be freed from political, religious, and financial control. That is the ideal towards which we, if we are farsighted Canadians, must strive.

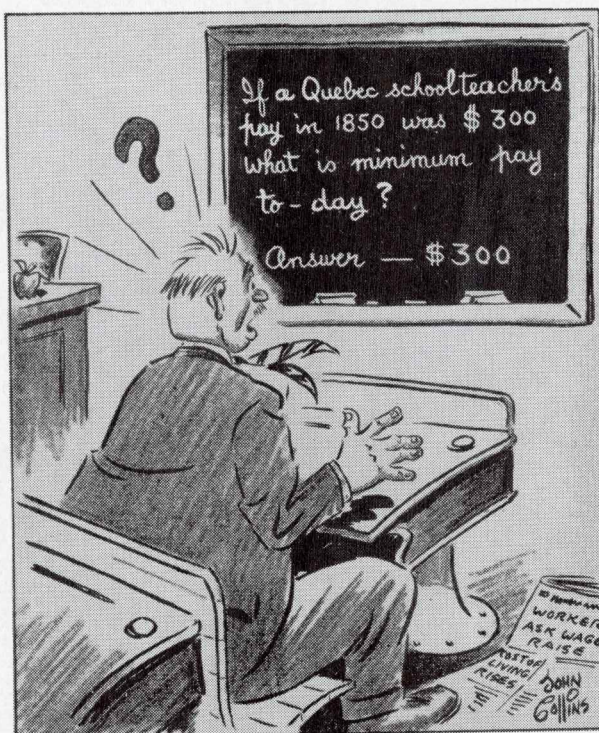
Both students and educators should not find it difficult to visualize the citizen who will try to govern himself and society without recourse to force, intolerance, and economic injustice. Once possessed by such a vision, they will yearn to fulfil their duty to Canada and thereby hasten the advent of a sound international understanding. But—and this is most important—the mere belief in truth and brotherhood will not bring these conditions about. Effort—unceasing effort is required. If we believe in democratic education, we must work for it. We must not leave our struggle to others. We must have the faith and the courage to champion our ideals. Remember: others are already fighting tooth and nail for their own conceptions of the world of tomorrow.



And while I speak of fighting, in the educational sense, I cannot help but think of that time (and this was a good many years ago), when Mr. Woodsworth showed me his famous map of the spider, Capitalism, holding in its web the whole life of Canada. To destroy those seemingly unshakable meshes, he suggested not revolution, but education. Then, when he noticed an expression of scepticism on my face, he stated in a prophetic tone that I should live to admit that he was right. Mr. Woodsworth, believing in education of the masses, did not hesitate to fight for his principles even when they were considered dangerously akin to radicalism and notwithstanding the fact that on some

of the church, or of the sword. He who accepts one form of dictatorship just because it seems to fit in with his own religious or racial or philosophical prejudices is just as much an enemy of Canada as a Nazi or a Fascist.

Speaking of Fascism, I was very much impressed by an utterance of Count Sforza, the leader of the Free Italy Movement, who, at a small informal dinner I had the honour of attending remarked: "we should all be anti-fascists as a matter of course. I am an anti-fascist just as I am against syphilis or tuberculosis. But what is more important I am against all dictatorships wherever they exist and in whatever form they



occasions the long arm of the law was too close to be comfortable.

Mind you, I am not suggesting that the C.C.F. is our only agency of salvation—although many are evidently of that opinion—I am merely stressing the fact that through persistent effort a small group of idealists have grown to considerable power and strength without using coercion of any kind. These people assert that political education is the task of the C.C.F. I, instead, would suggest that this is the responsibility of our educational system.

The prime function of our colleges should be to train the men and women who pass through their portals to love justice, freedom, and truth and to abhor all dictatorships, be they of capital, of the proletariat,

may be found. As long as even the smallest country in Europe is gasping under the heel of a tyrant we are all enslaved."

Is there hope? I would say yes. The one encouraging sign is that, despite our many present and past imperfections, we possess the essence of the democratic frame of mind—at least, the most advanced educators and most intelligent students of our colleges possess it. At Sir George, I need only point out to you as examples Dr. Villard or Dean Hall, among the teaching staff, and you will understand what I mean by democratic educators.

But, among the population at large, even among the ever-arguing politicians, do we find an indication of this wonderful virtue. I recall a banquet I attended in



Ottawa not too many years ago at which Lapointe, Woodsworth, and Bennett all sat at the same table. I can still feel the elation I experienced then when I heard each in turn speak in a friendly and earnest manner of his opponents even though just an hour previously on the floor of the House bitter attacks, at times amounting to vituperation, had passed between them. I thought that a system which evolved leaders able to listen to one another and to submit to the will of the majority had immense possibilities for progress and for the happiness of our people. If our schools and colleges can further enhance the necessity for tolerance and for recognition of human values above all other considerations, we shall be well on the way to a true democratic state.

I need not stress to you that educational reforms will inevitably be rabidly opposed by certain group interests which will fight doggedly with violent and underhanded methods. These same interests will enlist

all the known legal and illegal means to retain the upper hand and will employ tradition, sentiment, prejudice, economic gain, and religion to stem the advance of evolution. We must be prepared for these eventualities and steel ourselves for the clash which, if not bloody, will nevertheless be bitter and arduous.

As for reforms, if the people are ready for them they will prevail. England, as Mr. Coldwell has recently reported, in the past months has undergone a veritable bloodless revolution. Factional interests have there received some severe jolts and the future of democracy is consequently brighter than it has ever been. I venture to predict that under the leadership of Roosevelt, our neighbours to the South will likewise see a new era of social justice. Shall we in Canada be the last in the march of civilization? I am sure not; but remember, our future is in our hands. We can make our beloved land either a beacon of light or a haven of darkness.



I SAY, PROFESSOR!—YOU'VE FORGOTTEN YOUR HAT



# THE STUDENT AND HIS COMMUNITY

*by Harold H. Potter*

THERE is a hallowed status ascribed to the student by traditions of leisure, wealth, affable social life, and a glorious destiny assured by mysterious intellectual powers. You and I know, however, that far from this god-like being, he embodies bigotry, ignorance, and misunderstanding, as well as humanism, evangelism, and reform; he is just as likely to be a poor scuffer after nickels as a rich man's son; he probably swots more now than he ever did before; and no doubt today he is spurred on by social and economic ambitions rather than by sheer scholarly purpose. That is a composite of the actual modern student, and we want to know what his place is in the community.

We want to talk about his place in the modern community—a community greater than any known before, encompassing great continents, billions of people, scores of races, and many diverse attitudes and ways of life. Stating the matter baldly, what we want to talk about is the relationship of a disorganized individual to a reorganizing world.

The student of today has been hit with everything calculated to throw him off balance—the conflict of religious teaching with post-war disillusionment and pessimism; prosperity and unchecked seeking after comfort and pleasure; financial depression, retrenchment, unemployment, insecurity at home, social hysteria. These things are not new, it is true; but the devil of the situation is that there is no new continent of arable lands and untouched gold to which one may escape today, no golden west to which the homesteader may remove or where Sammy Glick can carve himself a little niche on the hill. Mines belong to corporations, hunting is uncertain, weak laws are plugged up; and all the good land of our continent was claimed more than a generation ago. Meanwhile, as the machine age produces articles more cheaply by reducing man-power, it dislocates labour and invents new necessities that increase the cost of living; society levies more taxes, and the claims of custom become more insistent as immediate urgencies demand change.

This confusion was never so evident as now, when, in the face of the humiliations and disasters being visited upon us, no one seems convinced about that for which we are fighting. It is hard to convince anyone, for faith has been destroyed and the people's credit is bad. The duty of the student is to restore that credit.

Now, with all his heterogeneity, three things characterize our subject: eagerness for knowledge, desire to put knowledge to practical use, zeal to convert others to his way of thinking. He is the white corpuscle of the nation, congregating at the sore spots of society. He is a catalyst in the interaction of people.

One thing the student eventually learns from study is his function as a custodian of values. These values involve fundamentals—all that means an appreciation of human worth, all those sentiments and teachings which declare the brotherhood of man, which deny the toleration of disease, sickness, malnutrition, ignorance, unnecessary gruelling toil.

Another thing he learns is self-discipline, the practice of sacrifice and restraint. The good citizen ought to pursue happiness; but unchecked indulgence leads only to boredom and a sense of futility, though it may harm no one else. It is the prime function of religion to guide one to happiness through restraint; yet religion has confounded thousands of modern young students primarily because they have mistaken human failure for the failure of philosophy.

This mention leads me to a statement I heard a year ago, that there are three ways of looking at religion. It may be regarded simply as an emotional experience; or as an intimate something between one's self and God or as a system of human relationships. There can be no doubt that this last approach is the one that is getting increasing emphasis under modern conditions of life; and while a book has been written about "Man's Need for God", many books are written, under all kinds of titles, which clearly demonstrate the corollary "Man's Need for Man".

There are two other things the student learns: the need of society for his inspirational conduct, and the need for his co-operation.

Concerning inspiration, our ears are besieged with words, but action is at a premium. For this reason the student must forget rhetoric and platitude, and deal rather with incisive thinking and purposeful action. No matter how average one's ability, one's ideals and attitudes inspire or debase a hundred associates, and it is the "nameless, unremembered acts" that shout louder than the finest oration.

A willingness to cooperate on the part of the student is more important even than a desire to lead. Only a

*(Please turn to page 62)*



# OUR NAVY

*by Sub.-Lieut. Gordon James*

THE bitterest, perhaps the most decisive battle of the war is being fought out by men in ships in the wintry sea silences of the North Atlantic. It is a struggle to the death along the jugular vein of the British Isles.

This ocean life line the Germans are trying to cut, to stop at all cost Canadian and American supplies for England.

In this sea war there is no "all clear". At any second any patch of its tumbling waters may suddenly explode to flame. Death, danger and destruction lurk unceasingly.

In this truceless battle in which a second's relaxed vigilance may mean heavy loss, His Majesty's Canadian Navy is playing a vital and key role—the Canadian Navy acts as warden of the western North Atlantic.

More than that, as the sinkings of the Fraser and Margaree and the torpedoing of the Saguenay showed, its destroyers are sharing in the acute struggle of the eastern reaches. In the Caribbean, as the Assiniboine proved when it daringly helped to salvage a scuttled Nazi ship, they also act. And in the Pacific as well, as witness the capture of the Weser by the Canadian Prince Robert. They are liable to action anywhere on this continent's sea fronts.

The Canadian Navy guards many miles of mainland and island coastline, a number of big harbors and scores of smaller ones. It handles all traffic, controls all berthing, polices all anchorages. It first challenges, then examines, all ships entering. It checks fully all ships leaving on convoy and carries out contraband control search. On high headlands and at other points it maintains a vigilant signal service which ties in with R.C.A.F. patrolling and the Canadian army's coastal guns and searchlights. It carries out mine-sweeping along the traffic approach lanes. It keeps up a constant vigil for suspicious ships and enemy subs.

It is training thousands of new officers and men; selects crews for new ships entering the service weekly. Scores of classes in drill, navigation, gunnery, signalling, wireless, torpedoes and mines, depth charges, anti-submarine devices, lookout and spotting, stocking, victualling and other specialties run from early morning to late at night.

## CONVOYS

When Great Britain declared war the nucleus of convoy control was all set to function. Six days later the first convoy was run from an Eastern Canadian Port. All kinds of merchant ships, liner, tanker, whaler, package freighter and motley tramp have been included—all kinds of ships and all kinds of men, unknown men of great courage.

It is not permissible to give exact figures but it may be said that scores of convoys have set out from this side, numbering thousands of ships. Scarcely more than one percent. has been lost due to enemy action.

Many a convoy has reached its destination intact, every ship in line as it came into port. Others have had to report a ship or ships missing. Even if there were no skulking submarines to guard against, taking ships in convoy week after week, in all seasons and all weathers, is a tremendous feat of seamanship. Fog, heavy winds and inability to keep up are factors with which every flotilla has to contend. Some straggling is inevitable. A number of vessels in convoy lose their places in storm and blackout and become "loners". The remaining ships in formation dare not linger around, inviting attack, while escorting warships whip the horizons for the missing. The lost vessels are left to fend for themselves and make their way as best they can to port.

The success of convoys has been due in no small extent to the painstaking efforts of the commodores. These commodores of convoy are almost without exception men that have held admiral's rank, rear, vice or full. The commodore is convoy leader. He says when to alter course, when to heave to, when to scatter; he may alter the port of destination. He is not in command of the armed ocean escort; that is a separate and distinct entity. The latter is in general charge of the convoy's safety. In case of dispute—for example, if the commodore should alter course to the seeming jeopardy of the convoy—the officer commanding the ocean escort would have the last word. One must not forget, however, the masters of the merchant ships of whom the public never hears, not even when they die: and the unpretending seamen on board—plain men by the thousand—who daily face sudden death at sea to run these cargoes to England. Incidentally, every navy man's hat is off to the officers and men of the merchant ships.



Dates and times of convoy sailings are governed not on the Canadian but on the British side. Word is flashed from the Admiralty for a convoy to be at a certain rendezvous—a spot on the trackless face of the ocean—at a certain time on a certain date. The Canadian control calculates and starts a convoy out in time to keep the rendezvous. Before sailing all masters attend a convoy conference. It is also attended by the commodore of convoy, by captains of armed escort vessels, by officers of the R.C.A.F. air escort, by all control and other senior officers. They are told how to get out of the harbour, how to form up, how to proceed. The commodore explains the signals he will use at sea, how to keep stations, and so on. The officer commanding the ocean escort outlines the actions he will most likely take in certain eventualities.

The time that a convoy sailing today or tomorrow should have in hand in order to keep its date is calculated by taking into account the type of ships in convoy, the season, the winds and the weather likely to be met, and figuring it out to the hour as closely as possible.

These ships and their cargoes, and the men who run them, are of the very sinews of Britain's struggle against Hitler. Without them all the courage of her fighting forces would be of no avail in the end. From the topmast of every ship flies an invisible flag which spells Endurance and Victory.

### COASTAL DEFENCE

When one thinks of the long coastline of Eastern Canada it is to think of it as an avenue to easy invasion of Canada by the enemy. Such is not the case however. Because we do not see them we are unaware of the defence set-up of the three services.

First, the constant patrolling and check of sea and sky by Canada's naval and air forces.

Second, the special Atlantic army command created some months ago, and functioning, to back these up with gunpower and mobile manpower and to protect Canada's Atlantic territories—including Newfoundland—against raid or invasion threat.

The Atlantic command is unique in Canadian experience. There has never been such an organization before, never such an active territorial defence. It is, in effect, similar to the defence which Great Britain, for the first time in a thousand years, has had to develop against the chances of a Nazi invasion. Necessarily it is much slimmer, less intense due to the distance Canada lies from German bases. While the British Navy rules the waves as it does, a major invasion of Canada is not within the realm of possibility.

And further, the joint defence agreement with the United States guarantees armed aid by the latter in case of foreign attack on our shores. More than that, under the agreement for bases with Great Britain, American forces have landed their vanguards both in Newfoundland and Bermuda.

This new command in the east has been adapted to defend a vast sprawl of territory with much isolated coastline where an enemy would be marooned, wilderness space which would often swallow him up, many lakes, relatively few strategic roads and railroads and a very few key cities and ports.

Physically, with its distances and natural barriers, its isolations and water intrusions, this territory seems like a tough proposition to the invader, except perhaps to cause local destruction. Where could a force progress against another one barring its way at some narrow neck of Nova Scotia or in a New Brunswick valley or forested mountainous area?

While concentration on vulnerable stretches is necessary the command also reaches from the Maine border to the North Pole, from the Saguenay River to Cape Race. It is impossible and unnecessary to plant guns and troops, tanks and traps, all over this area as if it were an English county. The problem is to decide on key spots and how best to defend them: how to hold an enemy against planting himself or seriously intruding on Canada.

While Canada's war planes and navy patrols keep watch and ward out beyond the coast, the Atlantic command's job is to integrate its coastal guns and its striking force with navy and air force vigilance. Direct phone lines and signals link the services.

All this proves that Canada has prepared for defence of its shores, and a hot reception awaits the enemy who dares set foot on her soil.

### COAST GUARDS OF THE SKY

From a network of airports on Canada's east coast bombers and reconnaissance planes keep daily patrol out over the Atlantic. They are the eyes of the coastal defence guns, ships in convoy and the patrolling destroyers.

Usually bombers and flying boats are well out over the Atlantic before the sun's first rays make the ocean vagueness visible. Similarly as day fades they are taking a last look for a lurking enemy.

From the coastal bases patrols and reconnaissance flights blanket the sea areas, the Straits of Belle Isles, around Newfoundland, the Gulf of the St. Lawrence and all the waters in and about the Maritimes, far out into the Atlantic.



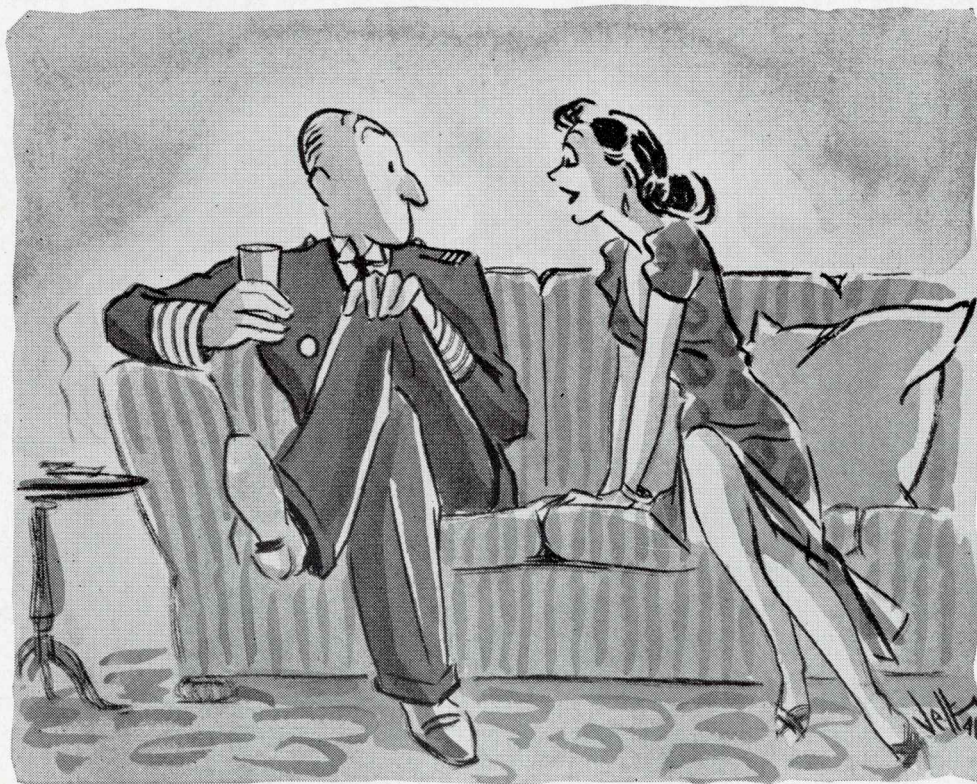
On one huge map in the control room, every movement by sea or air is tabulated, convoys are marked, their positions brought up to the minute every three hours; every ship within an area of the Atlantic is plotted. Coloured symbols give at a glance the necessary facts about every type of movement there. The flying patrol investigates every ship: if a ship does not answer correctly when challenged she is liable to attack and navy and shore control are warned by wireless of her presence. Ships that do not come in on schedule are searched for.

All necessary information about air force activities are passed on to navy and to shore forts. On the other hand, should the navy or army seek R.C.A.F. co-operation for attack or defence purposes, a call to headquarters would bring the squadrons roaring.

There are different kinds of jobs to do—short patrols, long patrols, convoy sweeps, convoy guard. A convoy is leaving—they get their orders. Long

before the convoy leaves not only have the mine-sweepers and destroyers made sure the off-shore course is clear away out, but the planes have scoured the sea as well. As the convoy moves out, R.C.A.F. planes are miles out ahead, overhead and in their wake. The planes stay with the convoy until night sets in. Having made a night "fix" for the convoy the aircraft return to their bases and report. Dawn finds them once more circling ahead and after and over the convoy again. Thus they carry on until the ships are well out of potential danger areas and are shrouded in the comparative safety of the Atlantic's mid-immensity.

There are special sweeps, combing every mile of an area in which a ship is suspected or sought. Four to six aircraft may take off to go over it. Flying out to sea, their spacing fixed by visibility, four aircraft flying thus could, in two hours or so sight any ship which showed within an area of 1600 square miles.



DO TELL ME SOME OF THOSE DREADFULLY 'NAUTICAL' STORIES



(Continued from page 58)

small proportion of men are really competent, and the number who can make the sacrifices demanded by leadership are even fewer. The signs of leadership are obvious, and when one is neglected for this office, it is because his particular direction is not yet needed. Cooperation, on the other hand, always involves the feelings and welfare of more than one person; it means understanding, tolerance, moral support, and active aid; and of these the world never gets too much.

That, then, is how the student should function in the world-wide community—by preserving fundamental values, by self-restraint, by inspiration, and

by active goodwill. This function means constant alertness to the needs and the changes of contemporary life, and a broadening interest in the affairs of men in every station in all parts of the world. It is a big order, but the modern student can fill it. The young people who have remained wholesome and dynamic through the stress of the last decade are the warriors of tomorrow. They will wage war on selfishness and reaction with the sharp blades of their fresh concepts and the artillery of their factual knowledge.

The student has had a bad time of it, but with courage he need not worry. He has a great job ahead of him, and we know he will do it.

## THE MAN WHO BREATHED FAILURE

*by Harry Garfinkle*

The moment I saw him  
I knew he was a failure.  
He looked clean and neat enough,  
But unobtrusive beyond that.  
One morning he turned up in church;  
And the preacher during his sermon was saying:  
"All these that denounce worldly acclaim  
And earthly ambition and do cast off their iniquity,  
And come unto Him, and do good unto the highest  
and the lowest,  
They will assuredly lead the faithful into the kingdom  
of God.  
And if such there be who are so willing,  
Let them stand and make themselves known before  
the congregation."  
Then he stood up, and said "I do."  
But they all looked at him,  
And some tittered;  
And the preacher was still saying the same things  
as before,  
When he left.  
Then one day he dropped into the club house.  
And Tom was saying:  
"I don't suppose there is anyone who is satisfied  
With what he has, and isn't always striving for more,  
And trying to get to the top ahead of the other fellow.  
If there was somebody like that I'd sure like to meet  
the guy".  
"I am", he said.  
Tom and the rest of us turned,  
And we all turned back as Tom resumed

With "As I was saying . . ."  
Then the radicals found him at their meeting place  
one evening.  
And the speaker on the platform was saying—  
"Comrades, we must strive either peaceably or by  
force if necessary,  
To bring about the classless society,  
Where there will be no exploitation,  
And no man will use another as a slave.  
All those who are ready to give their lives to this cause,  
Please come up the stairs to the platform,  
So we can get better acquainted."  
And of all those so ascribing he was the first.  
But the speaker and the other platform guests,  
Just shook their heads and said "Poor declassed man."  
With lightness and vigour he answered,  
"Yes, yes, I am declassed, I am a ready and willing,  
Citizen of the new classless society".  
But all they could murmur was "Poor declassed man."  
And as he went out they were still murmuring the  
same thing,  
And something about the proletariat in addition.  
And so he wandered, always saying "I do" or "I am,"  
A miserable failure till he died.  
Years later another came and said, "I am" and "I do."  
And a multitude of hosts followed him now.  
And he lead them first to the grave of he who had died,  
And placed a tombstone with these words on it:  
"The Lost Leader".  
And a stranger in these parts asked: "who was he?"  
"He was my teacher", he replied.



# EXTRA-CURRICULAR





# THE STUDENT COUNCIL



BACK ROW—LEFT TO RIGHT: J. ARCHER, V. LAPHKAS, B. MICHLIN, D. HAYES  
FRONT ROW—LEFT TO RIGHT: J. GEYMONAT, H. LANSDELL (Chairman) H. BROWN  
ABSENT: EDGAR SMEE, D. PRENDERGAST, (Secy. Treas.) F. KERNER, D. GERMANY

WITHIN the walls of our college is a centre for student activity, student controlled, which, during the past year has been climaxed by the formation of a student council that functions. There have been crafty remarks from artful students about the uselessness of such a group, but during the few short months of its inception the student council has made itself felt in the student life of our college.

Our faculty is concerned with the education of those students who come within the membership of Sir George's, but that education extends beyond the class room to include methods of procedure as well as the content of our student activities. Some of the prerequisites in a democracy can only be gained through the practise of habits that will develop self-reliance, dependability, social sensitivity and a knowledge of parliamentary procedure. Student government in Sir George is, without a doubt in my mind, one of the most effective group-work programmes that I have ever shared.

Where a programme expands as it has in our college, there is a definite need for a group within our midst—a

group that will be representative of our student body. This group is a student council, at present headed by a curly headed, dynamic, aggressive, though none-the-less likeable young man known to all as Herb Lansdell. The Students' Council is recognized as having the final authority in Student Government, and its functions are many as well as diverse.

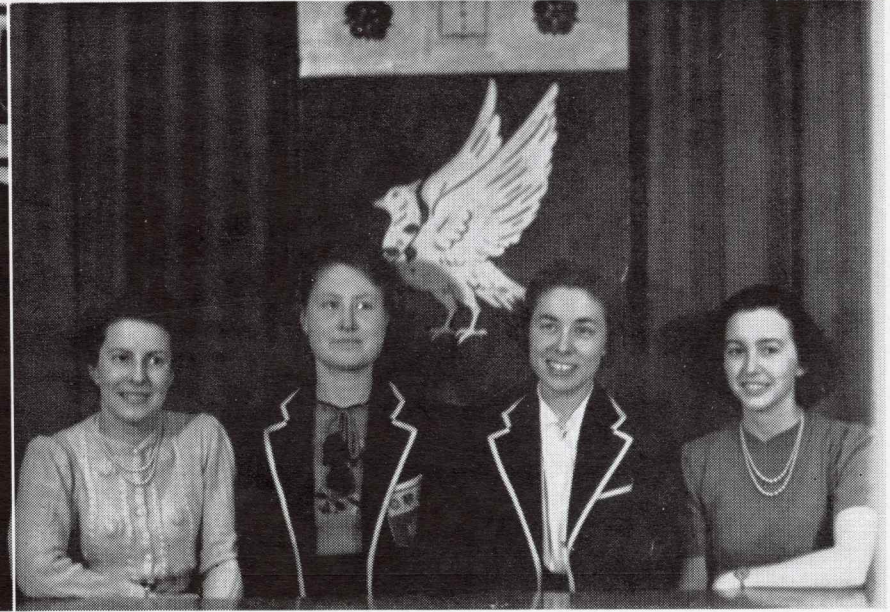
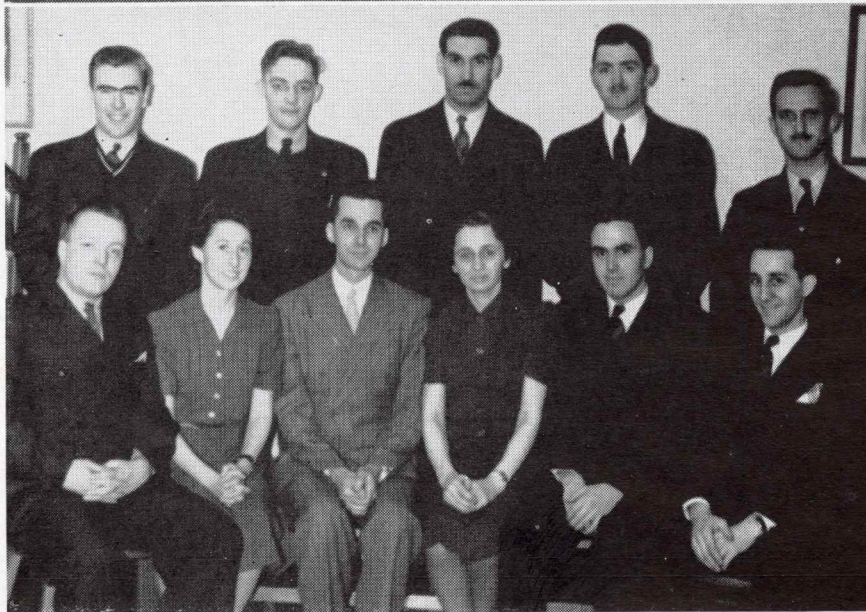
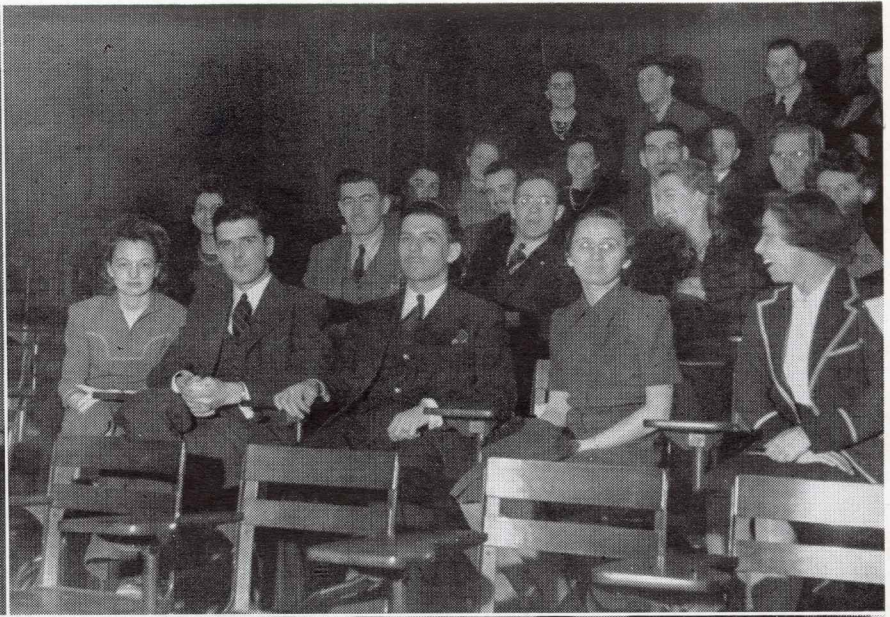
Where problems arise between student groups in the college, the council can, upon request, act as the mediator.

Several matters have been brought before the council, such as the difficulty confronting our Georgian Staff. In this instance, a petition was presented to the council. The council then appointed a commission to investigate and recommend suitable procedure.

The council also has final authority in student government, in determining policies effecting the life of the students. An illustration of this was given in the debate upon the action of our Georgiantics Board, and their proposed plans for the summer.

The purpose of this group is best summed up in Article 3 of the council constitution, which reads:





STUDENTS' UNDERGRADUATE SOCIETY (Day Faculty)—Front, left to right—ANDY FYFE (*Treas.*), MRS. MIRIAM COOPERBERG, EDGAR SMEE, (*Pres.*), ANN MUNN, (*Sec'y.*), WALTER PIKE, (*Vice-Pres.*). Back row, left to right—D. DEWAR, LOUIS RAKITA, DORIS MEIER, BLANCHE MICHLIN, H. BELL, CHESTER ROY.

PUBLICATIONS COMMITTEE—Back row, left to right, ANDY FYFE, (S.U.S.), JACK MARKOW, (S.U.S.), H. DARWIN, (*Edit. Annual*), J. F. CRONIN, (*Edit. Handbook*) J. ZWIG, (*Working Board—Accountant*). Front row, left to right—DICK BRAYLEY, (E.F.S.S.), M. CUNNINGHAM, (S.U.S. and *Sec'y.*), H. W. CHANDLER, (*Coordinator Working Board*), PHEBE PROWSE, (*Chairman*), J. MORRISON, (E.F.S.S.), J. FRASER, (E.F.S.S.), Absent—PATRICK, (S.U.S.).

EVENING FACULTY STUDENT SOCIETY, (Executive and Council of Representatives)—Front, left to right—Executive—J. LOCKHART, (*Corr. Sec'y.*), RAY BROOKS, (*2nd Vice-Pres.*), JOHN ARCHER, (*Pres.*), PHEBE PROWSE, (*1st Vice-Pres.*), H. BROWN, (*Pres. E.F.W.S.*), F. CRONIN, S. ARMSTRONG, R. C. BRAYLEY.

EVENING FACULTY W. S.—Executive:—M. DUGAL, (*Sec.*), J. SPENCER-PHILLIPS, H. BROWN, (*Pres.*) ANN STEWART.





### "EXECUTIVES AND CLUBS"

1.—DEBATING UNION (D). 2.—CERCLE FRANCAIS (E). 3.—SCIENCE CLUB (D). 4.—CLUBS COMMITTEE (D). 5.—ATHLETIC COMMITTEE (D). 6.—DAY FACULTY WOMEN'S CLUB. 7.—SPANISH CLUB IN SESSION (E).



"The main purpose of the Students' Council shall be to co-ordinate those extra-curricular functions of the Student Body of the Faculty of Arts, Science and Commerce, which pertain to both day and evening students, and thus provide an organization to which persons who direct these functions of activities must be responsible. It shall serve as a final court of appeal in so far as is consistent with the by-laws of the college. The students council shall not initiate any activities."

The influence exerted by such a group in moulding student life is of vital importance to every member of our college. The S.U.S., the E.F.S.S. and the Student Council to a major degree can set the standards of our college life. Such standards are the windows through which the community looks upon us at Sir George. It is desirable that we, as students, not only preserve our heritage, but that we guard such privileges with zealous care. The best we have is none too good, we must ever seek to gain "mastery for service."

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## THE SKI CLUB

WE began to ski (officially) with Olaf Meyer in 1936. After a lapse of two years, we were (officially) revived by Alan Watson—our first president. Due to his unstinting labor and excellent supervision, the Georgian Ski Club became one of the leading extra-curricular activities in or around the college. Alan became a zone member in 1938, and in that year won the Cross-country and Jump events held by the Canadian Ski Association, thus giving our Georgian Ski Club its first noteworthy publicity.

In 1939, Bob Holmes and Norm Rogers became co-presidents. They were responsible for the organization of the first "Carnival" held in the Laurentian mountains, as well as the establishment of the officially recognized ski trails called "Georgian" at Shawbridge.

Ray Conrath was elected president in '41, and the present incumbent is Sol Joffe. The executive have succeeded in promoting unusual interest among the rank and file of the student body.

Reports of the Carnival and the New Year's party at Shawbridge are to be found elsewhere in this volume.

The closing event of the year was a Dinner Dance, which was held at Victoria Hall, Westmount, in April.

## LE CERCLE FRANCAIS

DEPUIS sa fondation en 1938, par Hirschel Darwin, Francis Miedema et André Morrisette, le Cercle Français s'est proposé, comme but principal d'encourager l'étude de la langue et de la culture française parmi les étudiants du Sir George Williams College. Nous vivons dans un milieu où la langue et la culture de la majorité diffèrent de nos usages. Il est donc très important de se prévaloir de l'opportunité que nous offre notre Cercle pour interpréter l'histoire et les mœurs de nos compatriotes. Pour vivre une vraie vie nationale, les principes qui constituent l'unité consistent dans une compréhension commune des cultures en présence. Existe-t-il un meilleur moyen d'arriver à une telle entente que par l'étude de la langue française? Pour l'étude de la langue, la conversation n'est-elle pas le meilleur moyen d'apprendre? Et quelle meilleur milieu pour une telle conversation que l'atmosphère non conventionnelle du Cercle Français?

Cette année le Cercle Français a commencé ses activités un peu sure le tard. En outre, la guerre nous a enlevé notre Président, M. R. Bourbonnière, et depuis son départ, le cercle a vivoté. Pourtant, tout a été fait pour soutenir l'intérêt du petit groupe de loyaux partisans qui en sont les membres réguliers. Pendant les assemblées, conduites entièrement dans la langue française, il a été fait des efforts pour amener tous les membres à participer à la discussion. Au moyen de jeux et de discours on s'assure d'intéresser tout le monde.

Nous sommes honorés d'avoir le Dr. Paul Villard, M.A., D.D., M.D., Chevalier de la Légion d'honneur, comme Président Honoraire. Le conseil exécutif cette année comprend Mlle. C. Archer, Président, M. J. P. Zweig, Vice-Président, M.A. Tremblay, Secrétaire, Mlle S. Rabinovitch, Publiciste. Ce conseil exécutif s'est engagé à poursuivre idéal et les buts du Cercle Français.

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### "ACTIVE GROUPS"

POLITICAL PROBLEMS CLUB (Evening Faculty)—Chairman, GEORGE TOMKINS, (front, 5th. from left); Secretary—MURIEL TOMKINS, (front, 6th. from left).  
 GEORGIAN SKI CLUB—Back row, left to right—JACQUES RICHARDSON, R. BRAYLEY, J. AARON, A. FINEBERG.

Front row, left to right—J. LOCKHART, S. JOFFE (Pres.), JEAN HUGHES (Sec'y-Treas.), Absent—J. ROSEN.

"THE GEORGIAN"—Back row, left to right—H. WILLIAMS, R. GURBERG, A. FINEBERG, H. S. MEYER, K. LAMBE, BETTE CRAWFORD.

Front row—M. BAILY, M. GETZ, (Day Division Editor), J. SOMERVILLE, (Mgr., Editor), C. ARCHER. Absent—F. KERNER, (Editor-in-Chief), J. F. CRONIN, (Evening Division Editor).

LE CERCLE FRANCAIS (D)—Back row, left to right—J. RICHARDSON, G. THORNBUR, R. LEITMAN, P. GILMOUR. Front row, left to right—D. SCHWARTZMAN, HILDA DOLFEN, DR. VILLARD, R. WAX, M. PILON.



## THE WAR COUNCIL

THE first meeting of the Sir George Williams War Council was held March 10. This Council comprises the following members: Margaret Webb, chairman; Mary Cunningham, secretary; Sophie Cyrenbaum, Wes. Morris, Rip Jonas and David Dejong. The Faculty was represented by Dr. Norris and Professor Thompson and they assured the Council of their purposeful support.

Formed for the purpose of co-ordinating war activities of our College, or stimulating interest in them, and of seeking new avenues of service, the Council immediately went into action. The Council members investigated the various activities in progress at the time were investigated and reported on them.

At the second meeting, the group decided to close the Blood Donor Campaign. The successful Cigarette Blitz has provided sufficient funds for the year and cigarettes are being sent regularly to Georgians overseas, as are copies of the Georgian.

The H. M. S. Prescott Radio Campaign, the Day Division Red Cross Work and the Bundles for Bristol Campaign are being continued. The Council hopes to complete the Radio Campaign shortly. The Red Cross Work and Bundles for Bristol call for constant effort, and are being generously supported by the Georgians.

On March 12 the Day Division War Council sponsored a most successful luncheon at which Mr. G. S. Mooney spoke on The Plebiscite.

Plans for next year are: to continue such activities as are now in progress, and to add others, such as classes in First Aid and Home Nursing. The War Council intends to make Sir George Williams College one of the most active in an all-out war effort.

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## THE SOCIAL HYGIENE SEMINAR

THE student body of Sir George Williams College this year beheld the inauguration of the kind of seminar that characterizes the spirit of experimentalism of this college and our sincere effort for progress. Long has been felt the need for real education and frank discussion on the subject of sex and its manifold implications in our daily lives. This past year found several students with enough initiative and courage to form the much-needed seminar.

The series has included lectures by experienced authorities such as Dr. L. Pidgeon and Professor Hoskins, forum-discussions based on the varied subjects of their lectures, and evenings of conference and commentary for the exchange of members' opinions on a set problem. Mrs. D. Moore and Professor Tuttle acted as advisors throughout the discussions and aided greatly in the important work of planning the program of the course.

This new activity of our student body has received considerable comment and a varied reception from other colleges right across Canada. Student bodies from the West Coast to the Atlantic have not only approved of the idea but have wished us hearty success and hoped for a similar group on their own campus.

Students attending the seminar here have learned to bring to the problems of sex that same frank attitude of scientific analysis which they have found wise to adopt in their investigation of other phases of living.

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## THE SCIENCE CLUB (E)

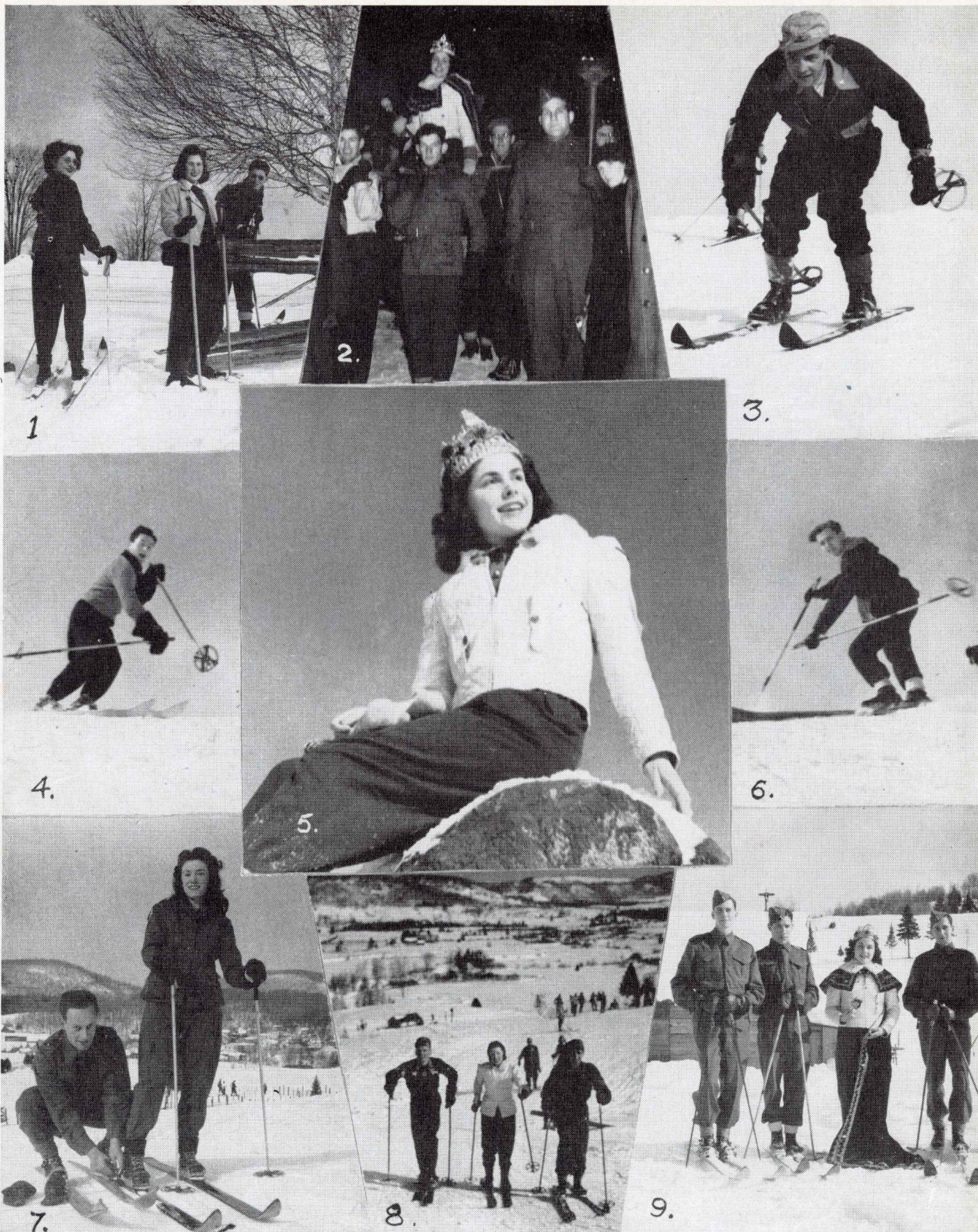
THE second week of the college year witnessed the birth of a new club under the chairmanship of the enthusiastic and winning personality of fair-haired Ken Hall. The group since then has met as consistently, if not more so, than any other weekly student organization.

Speakers have included outside experts, as well as our own professors, graduates and students. The diversified subjects—ranging from a detailed study of Astronomical Photography to Evolution and Religion—have proven the merit of the club's existence. Many students have also lectured on the various aspects of their day-time occupations. Not infrequently has the subject discussed helped the members to become more conversant and broad-minded regarding the role science plays in a modern world.

A personal and practical application of science is evidenced by more than half the topics chosen—two addresses on Vitamins; others on Hormones; Freud's Theories of Sex; Science in Industry—these are typical.

The newly appointed executive, with Dave Harrison as the President, can confidently look forward to another year of continued participation on the basis of the Club's excellent past record.





### SKI CARNIVAL '42

1.—ON THE TRAIL. 2.—TORCHLIGHT PARADE. 3.—TRA-A-CK! 4.—STEM TURN. 5.—CARNIVAL QUEEN. 6.—THE SLALOM. 7.—"A FRIEND IN NEED".  
8.—"UPHILL TREK". 9.—"GUARD OF HONOR".



## OUR LIBRARY

WE are justly proud of OUR Library. The very approach to it along the stone-walled, stone-floored cloister to the double oak-door entrance portends what is to come. Within the doors a high-ceilinged room, its walls and alcoves lined with oaken book shelves; the wide floor space amply supplied with massive library tables and appropriate chairs invite the reader and the student. Here amid the silence of thought one may see day after day, and evening after evening those who have learned the value of books; those who seek to widen their acquaintance with the great minds of the past and the present.

Perhaps this is the place to remind our readers that our Library is essentially and primarily a modern Library. It is barely ten years old. Yet in that time we have built up a total of 7,500 volumes. And always we have kept in the forefront the idea that we should first of all concentrate on the best of current material. In older Libraries and in the homes of many may be found what are usually called the standard works: what the student needs in our Library is access to modern works—carefully selected works—which will help him to widen the scope of his learning and appreciation of his chosen subjects. Standard works, however, have not been neglected; these, mostly in Library sets are being added from time to time from the Abner-Kingman Memorial Fund.

Ten years ago our library was located in a small room off the main stack room of the Y.M.C.A. reading room and library. It contained a few hundred books, one long table and less than a dozen chairs. Even this limited accommodation proved more than enough for those who ventured into this little secluded back room.

But in 1936 the present library blossomed forth in all its dignified glory. The little room had gone. Its memory is still preserved for the present library is built around it—the little alcove directly behind the librarians' desk.

From the first "open" stacks were a fixed policy of the Library Committee. With the exception of the glass-fronted display board and the glass-enclosed shelves containing manuscript books, first editions, and rare and valuable editions nothing is under lock and key. The continuance of such a policy of necessity depends on how far students will co-operate in such a policy. It becomes increasingly difficult as the number of books increases and the student body using the library grows.

We consider it a matter of special interest and significance that the section containing books on Psychology and Philosophy now contains about 825 volumes; that on Economics 750; and that on the Social Sciences nearly 400. Special mention must be made of the *Canadiana* which now compares favourably with that held by much larger libraries; and contains several valuable books and out-of-prints, including the complete publications of the Champlain Society.

Periodicals—in the past often neglected and treated casually—are now an important part of every up-to-date library. We have recognized the importance of this section from the first and subscribe to 55 periodical publications covering a wide variety of subjects of interest to our students.

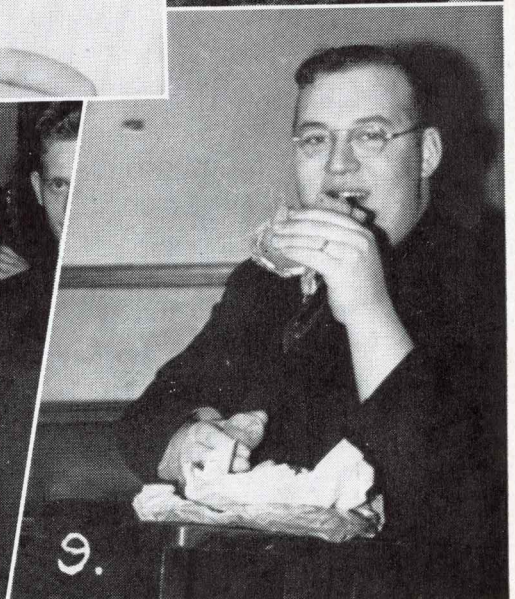
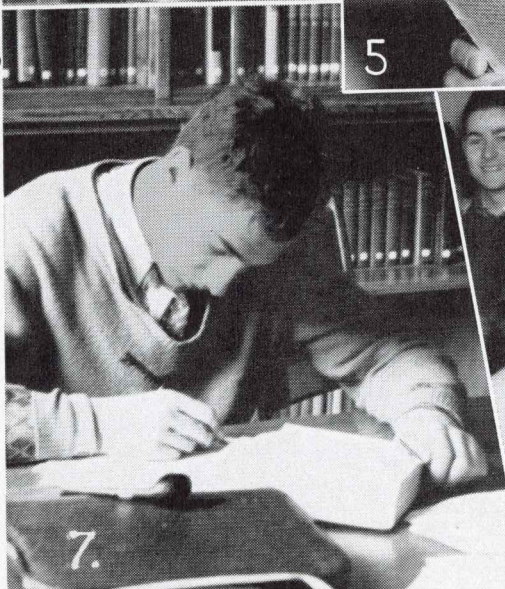
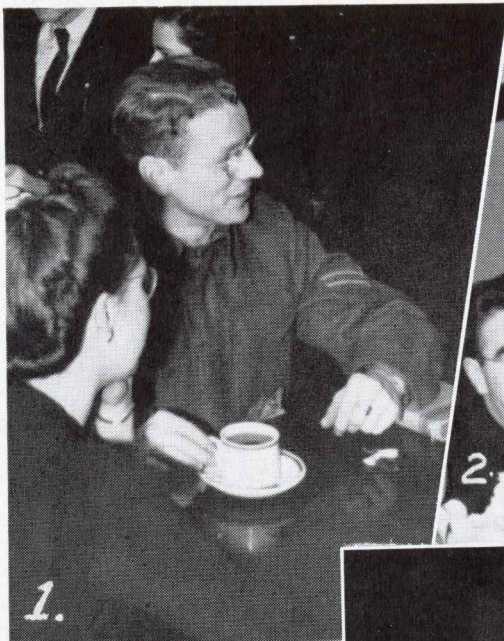
We are also gradually building a library of phonograph records of the great masters, and illustrative of all periods of music. This has been greatly augmented lately by the Stredder Memorial Fund; and we hope to enlarge this important section from year to year.

The policy and control of the library is directly in the hands of a College Library Committee headed by Professor Claude W. Thompson, with Associate Professor M. R. Smith, Asst. Professor D. B. Clarke, and Asst. Professor C. G. Robertson as members. The Principal and Dean act in an advisory capacity, while the Library Committee of the Board of Governors exercises executive control. Mr. Roy Campbell is chairman of this Board Committee.

It would not be fitting to close without recognition of the devoted service of our Librarians. In the early days Miss Clara Slack and Miss Jean Crombie combined the duties of "keepers of our books" with their duties as Y.M.C.A. librarians. With the opening of the new library a still more arduous task was thrown on the willing shoulders of Miss Crombie and Miss Priscilla Lee. Miss Lee resigned in 1936 to be married and was replaced by Miss Jean Morgan, who is still with us.

To Miss Crombie and Miss Morgan may we say that we do recognize the time and labour they give on our behalf; and, though sometimes we may appear to be unthinking and not sufficiently appreciative of their courtesy and service, deep inside us we know how much we owe to them; and have a deep and abiding sense of gratitude both towards them and all who have helped to make our Library and its service what it is today—efficient, courteous and up-to-date.





"GEORGIANS ALL"



# College Annual Board at Work



FROM LEFT TO RIGHT: ARCHIE CRYSTAL (Circ. Mgr.) I. ZWEIG (Art & Phot. Edit.) H. DARWIN (Editor-in-Chief) W. PETERSEN (Women's Editor) J. EVELY (Lit. Edit.) M. BRADLEY, L. STERN, R. GURBERG.

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## WINTER CARNIVAL

THE second affair sponsored by the Georgian Ski Club during the year 1941-42 was the Winter Carnival held at Morin Heights on February 14 and 15.

Sol Joffe, hard-working president of the club, went up to Morin Heights on Friday, a day before the others went, in order to complete final arrangements.

On Saturday, the nine a.m. train from the Tunnel Station, first cousin to the Chatanooga Choo-Choo, was filled with Georgians, who had one car to themselves, and overflowed into a couple of adjoining cars. The members of the executive of the club relieved the Georgians of their superfluous money—that is, the cost of the week-end.

When the train reached Morin Heights, the students and their friends were greeted by Sol Joffe—and also by a strong sun, which called the skiers to the hills and trails as soon as their rooms had been assigned to them.

In the afternoon, the Georgians took full advantage of the beautiful weather and the deep snow, and the main hill abounded with enthusiastic skiers.

The main entertainment commenced after supper. The whole crowd congregated on the skating rink, which had been painted with the Georgian crest, and a huge V. After listening to some music, the important ceremony of electing and crowning the Carnival Queen took place. Lovely Hazel Day was the fortunate young lady to be so honoured. After the Mayor officially crowned her, amid the roars of the crowd, she was escorted through the town on a throne by members of the College Training Corps. Rumours had it that this was the first time a real Queen had visited the town of Morin Heights.

After a slight delay, several sleighs met the parade on the highway, and in no time at all, most of the Georgians had been swallowed up into the darkness of the night. A second shift of sleigh-rides followed the first, since there were not enough sleighs at first to go around. These sleigh-rides were very popular, in spite of the "slight" overcrowding. The gang then assembled at the Bellvue House, headquarters for the week-end, and danced till the wee hours of the morning.

Sunday was another beautiful day, and the skiing was excellent. In the afternoon, the races took place, and the Army Manoeuvres were held. Ken Hall was the winner in the men's cross-country race, and Sylvia Rabinovitch led the women cross-country skiers to the finish line. As for the Military Manoeuvres, the attacking force, by means of fifth columnists, and by disguising themselves in women's clothes, captured the important post held by the defenders.

The train going back to Montreal on Sunday night was filled with tired but healthy Georgians, and they all voted the Carnival a tremendous success.

## THE POLITICAL PROBLEMS CLUB

THE Political Problems Club continued to function successfully during the 1941-42 College year, while the number attending meetings, while varied, was maintained at a satisfactory and fairly steady level. Among those members of the Faculty who have displayed a consistent interest in the progress of the Club are Prof. Robertson and Mr. Herb Quinn.

At the close of the previous session, it was decided to proceed with activities through the summer months and, during July and August, several well-attended meetings were held at Scott's Restaurant. When College resumed in October, many felt it advisable to continue gatherings here every second Sunday; shortly thereafter, the President, Gordon Galbraith, was forced to resign owing to pressure of studies and other interests, and was succeeded by George Tomkins.

Such questions relating to the War as Conscription, Canada and the Japanese War have, for the most part, occupied the attention of the members, particular emphasis being placed on the need for post-war planning now. In this connection, no less than three meetings featured discussions on the various phases of such reorganization. The most interesting of these centred about an address delivered by Mr. H. A. Knowles of the League of Nations Society in Canada and proved to be most illuminating.

At a meeting held late in March, the Club was privileged to have as its speaker Mr. Brooke Claxton, M.C., M.P., for the constituency of Montreal-St. Lawrence-St. George, who reviewed thoroughly the various aspects of "Canada at War" and, in the lively discussion which followed, many of the more vital issues involved in the effective prosecution of the War were examined.



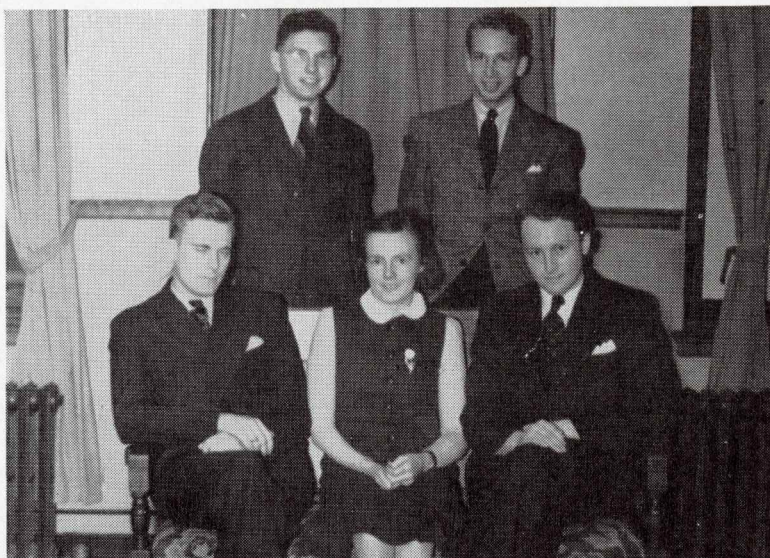


### COLLEGE OUTINGS

1.—FIRST AID. 2.—"GEORGIAN DOWNHILL". 3.—THE GREAT "GAFFER". 4.—"SPENCE" IS AMUSED. 5.—SKI TROOPS. 6.—"FRITZIE AND FRANK". 7.—A "SITZMARK". 8.—CARNIVAL QUEEN. 9.—LAUGHING LASSIES. 10.—ANON. 11.—DRINKING DICK. 12.—SUGARING PARTY '41. 13.—"LUCKY" MEIER. 14.—SOME FUN! 15.—STILL AT IT. 16.—HOMEWARD BOUND. 17.—WANNA SKI? 18.—SKI CARNIVAL '41. 19.—WHAT A VIEW! 20.—WATER? 21.—JITTERBUGS.



## S. C. M.



(EXECUTIVES) STUDENTS' CHRISTIAN MOVEMENT

*Back Row—left to right—G. Patrick, M. Shantz.*

*Front Row—A. Wilkinson, A. Hooker, G. Barker.*

IN common with students the world over, we students of Canadian colleges and universities find ourselves during our undergraduate years, in an atmosphere which requires continual mental and spiritual adjustment. Intellectually and technically we receive a training that is the very best. But little time is spent in a study of religion and we receive little encouragement for development of a spiritual view of life.

Many become perplexed and bewildered by the new and unfamiliar methods of approach by which many subjects are presented to us in the classroom. For the first time in their lives many of these students find themselves in an atmosphere of questioning and of criticism about the content and implications of these new ideas. At such a time the greatest need is for friendly guidance and help.

The Student Christian Movement represents an attempt to supply this lack in college life. It is an endeavour to assist students to face all the issues involved, and to come through with their religious faith founded on such a firm basis that it will endure.

It is a Movement primarily of students under the guidance of the best available leaders. Its membership is open to all students who signify interest in it. Students are provided with opportunities for research in the field of religion, for worship, for discussion of social problems and for service to their fellowmen.

The S. C. M. group in our college was only or-

ganized this year. During the Christmas holidays the Canadian Movement held its 21st Anniversary Conference in St. Andrew's College, Aurora, Ont. Two students from our group attended and received great benefits from the thinking and discussions of student problems in relation to Christian living.

Students who are seeking to discover life's richest meaning find in the fellowship of the Movement encouragement and stimulus toward the achievement of full self-realization. With such ideas as objectives the group held the weekly "Wake Up & Live" series of speakers and discussion periods. During these meetings students learned how persons of different vocations deal with life's problems in a way which expresses their religious convictions.

The Movement has perhaps its greatest value to students through discussion meetings. Many fine sessions have been held on the Basis and Aims of the Movement, its programme, student, social and religious problems.

We have also held chapel services, and Christmas carol singing services. This year we have brought such outstanding Christian leaders to our college as Dr. Arnold Nash of California, Paul B. Anderson of Russia and France, John Dunderdale of India, and Rev. Hugh MacMillan—general secretary for the Movement in Canada. Such speakers do much to create international understanding and goodwill.



# THE SPANISH CLUB

## EXECUTIVE:

*President:* MARIAN N. ABBEY  
*Vice-President:* JACK HERSCOVITCH  
*Secretary:* LILLIAN BELL  
*Press Representative:* Betty Robson

**T**HIS year will remain a banner one at Sir George Williams College. It marks the introduction and successful development of the first Spanish Club of the College.

At a preliminary meeting held early in the fall, it was decided to meetings would be held every second Friday evening at 10.15, and an executive was elected. Meetings have been held at the College, Scott's, and the La Salle Hotel, where we have been very fortunate to be able to use a very attractive room.

The aims of the club are manifold. The meetings provide an opportunity for students of the Spanish language to speak this beautiful tongue. But this is not the most important function of the club. There are twenty Spanish-speaking republics to the south of the United States, and it has taken a War to make us realize their importance to us. For the purpose of learning more about our Latin neighbours and to further the good neighbour policy, we have had several very interesting speakers who told us in their native tongue, about their own countries.

Dr. Hostos, an interne at St. Justine's hospital, and a native of Santa Domingo, next door neighbour to the French-speaking republic of Haiti, spoke to us about the small republic of Dominica. Mr. Vicente Polo of Spain, a former pilot with the Loyalist forces, who has been helping Canada's War effort by working as a test pilot for Norduyn Aviation, told us a little about Spain, and Mr. Francisco Costa, also of Spain spoke about his native Spain whose most important contribution to the culture of the New World was to bestow the Spanish language on twenty republics.

We heard all about Guatemala from Mr. A. A. Vidaurre, who was studying law at the University of Montreal, and has now gone to Washington.

Chile, that very strangely shaped republic next to Argentina was described by R. C. A. F. P/O. Hernan Buzeta, a Chilean, now serving overseas. Juan R. Pichetto gave a very interesting talk on the wealthy republic of Argentina.

General Arevelo y Adena of Venezuela spoke very informally about Venezuela. He has now returned to that country, after fulfilling an important diplomatic mission in Canada.

In addition to these more formal meetings, there have been some meetings at which the members themselves have taken part. A symposium "Resolved the Latin-American Man has more oomph than the North American Man", upheld by the girls, against the boys, caused much hilarity, and it is hard to say just who won.

At Christmas, we had a very successful fiesta. Two novel meetings were a "Treasure Hunt" to which each member of the club brought an article originating from either Spain or a Latin-American country, and "Information Please", at which questions were given on the Latin-American republics.

The Spanish Club is sponsoring a movie made by Mr. Norman Holland, President of Brandram-Henderson Ltd., at which Mr. Holland will give a talk on the beautiful colour films taken by him on a trip through South America.

On April 10th there is to be a Mock Pan American Conference, along the lines of the recent Rio conference, and at the last meeting of the year there will be a dinner, and a one-act play in Spanish will be presented on that evening.

The Spanish Club would like to thank all those who have contributed to the success of its first year of existence, and feel that much important work can be accomplished next year.

The club would like to see the library carry a daily copy of a typical Spanish Language newspaper, like "La Prensa" published in New York, as well as monthly copies of the Spanish edition of the "Reader's Digest", and the issues of the bulletin published by the Pan American Congress in Washington, in both English and Spanish, which contain much valuable information about our neighbours to the South of the United States.

We should also like to see Canada's seat at the Pan American Congress Building in Washington, filled by a capable farsighted man, who will realize that our trade at present and in the future depends largely upon our good relations with our Spanish speaking friends in the progressive republics of Latin America,



# THE GEORGIAN

*by Fred Kerner*

THURSDAY, December 10, 1937, was the eventful day when into the corridors of Sir George there came "The Georgian" — the venture of a few enterprising Georgians — who slaved for weeks prior to the appearance of their brainchild.

Using as the model a copy of the New York Daily Mirror, the Editorial Staff, all fifteen of them, including S. Olaf Meyer, the paper's editor, John Tsipuras, Lil Rabinovitch, George Woollatt, Pres Ward, Inez Pearce Harold Potter, Henry Seywerd and Harriet Schmauder (now Mrs. Meyer), finally accomplished the deed of giving life to the now six year old periodical.

Volume 1, Number 1, was a classic issue that is shown to a few friends of "The Georgian". It still brings laughs from everyone who sees it. Enthusiasm reigned supreme and Olaf Meyer and his staff outdid themselves in making the newspaper an effort worthy of comment. Pres Ward who had been drafted as circulation manager gave every member of his sales staff a bundle of papers and told them not to return until they had sold every last one.

Surprised students dug into their pockets and purses, paid a nickel and received their copy of the premier edition. Hot news of the day was the Drama Department's production of "Squire Lubberly", Moliere's rollicking comedy. "Students' Council Formed" was the second lead headline, a story that was to appear in the Georgian at least once every year until last December, when finally, free of red-tape, the Students' Council actually met and became a working body.

The "piece-de-resistance" shown all aspiring reporters on "The Georgian" today is the famous story of the Debating Society. Attempting to kill two birds with one stone, the story's writer first wrote the head

## FATE OF CAPITALISM TO BE DECIDED BY DEBATING SOCIETY

then, as if that were a lead the story continued:

*"This much discussed topic will be the subject of the . . ."*

to this day the reporter in question has never lived it down.

The first number saw in the inauguration of a department that lasted three years in "The Georgian".

"The Owls' Corner" devoted to evening division news was a highlight of the paper during that period in which the paper was a monthly publication. Another feature appearing in the baby issue lasted and created comment in the college corridors for four years. "The Keyhole" was the leading item in most student's reading until 1940, when under the Editor-in-Chiefship of Fred Kerner, the column was abandoned never to appear in College life again.

By the time "The Georgian" reached the age of Number 5 that year (making it's last appearance until the new term), the staff had become quite proficient in the art of the journalists. A new layout on page one made sales easier and the school of experience had taught the staff how to write.

By leaps and bounds the Georgian grew. Under the ever present Olaf Meyer the paper expanded in its second year. With Harold Potter at the helm the paper became a recognized publication by other similar newspapers. Hard work accounted for the second year of publication printing eight numbers. Again history was made. Issue No. 7 carried the first picture ever used in the periodical.

The third volume found Don Burton in the executive position, with Olaf Meyer as Managing Editor. At the beginning of the second semester however, Don found his work too great a strain and resigned. Olaf Meyer was then elected to fill the position.

Volume Four — "The Georgian" was now coming out fortnightly and accepted as an affiliate member of the Canadian University Press. Again under the guidance of Olaf Meyer, who was in his last year in Commerce, the paper experienced a very successful year. The third issue of the year saw a newcomer enter the sanctum-sanctorum of the college journal. Fred Kerner was appointed Day Division editor. A sophomore in the College, Fred had many ideas about how a College paper should be run.

With a year of experience tucked under his arm, Fred became Editor-in-Chief the following year and immediately made the paper a weekly and acquiring full membership in the C.U.P.

"The Georgian" was the youngest college paper in Canada and soon became the fastest growing. Twenty-one numbers were published that year. A strong editorial policy provided the push for many reforms



in college organizations. This year, too, saw the publication of the first Co-ed issue under the able guidance of Wynne Petersen, destined to become Editor-in-Chief the year later. As a crowning glory for a successful publishing season, the staff presented a twelve-page issue at graduation.

1941 plans called for twenty-four issues. Wynne Petersen was elected as chief executive, but before long, pressure of work forced her to resign, and Fred Kerner was again given the reins of office.

"The Georgian" still maintained a strong editorial policy of reform, and the Editorial Board were rewarded with the fruits of effort in that students had taken them seriously enough to back them up to the hilt.

And so the sixth season of publishing has come to a close. We look forward to the day when under the guidance of some enterprising Editor, "The Georgian" will make its appearance as a Canadian University Daily.



"I HOPE HE'S NOT ONE OF THOSE KIND  
THAT TAKE NO FOR AN ANSWER."





# GEORGIANTICS '42

1.—"ACROMANIACS". 2.—WOLFE AND "LITTLE RED RIDING HOOD". 3.—CARTIER GIVES A "PRESS INTERVIEW". 4.—"GLAMOURETTES". 5.—LORNA MOORE.  
6.—"OPENING CHORUS". 7.—"GRENADIER GIRLS". 8.—WALTZ CHORUS.



# GEORGIANICS

*by Lucille M. Stern*

"In Retrospect".

The editorial thus entitled appeared in the Georgian on Tuesday, April 25, 1939, and there can be no better introduction for Georgiantics than to quote the following paragraph.

"Our first Annual Revue will go before the public this week. We don't dare predict its outcome, but we cannot see how an event so whole-heartedly backed by every student can be anything but a great success. To Harold Potter and Gerry Mahoney goes special credit for the way in which they have made this show more than a dream."

The conclusion of the story is self-evident. Of course it was a success, and of course the Revue became tradition at Sir George William's College.

Thumbing through subsequent issues of the Georgian, we are again reminded of the effort and hard work that went into its production in '40, '41, and now '42.

Gerry Mahoney and Harold Potter, as previously stated, were co-producers in '39, and also in '40. In 1941 Thorne Luttrell took over the producership and Fred Kerner became the Director. In this epoch Georgiantics went on a wide publicity spree; it sponsored a highly successful "Georgiantics Hop", and Director Kerner was interviewed over the airwaves by Eddie Ainger. Why, the production board event went so far as to have a "lovely limbs" competition, which proved to be daring, but delightful.

With the passing of time came the acquisition of some mighty fine experience. We were able to progress from a one night stand in '39 to a two, and finally now a three-night stand in '42. And still more, this year the show opened on the road—Brownsburg, Quebec, to be specific. This was our preview performance which should herald in the most finished production in the history of the Revue.

All of the organizing and planning has fallen upon the shoulders of Producer Bill Hamilton, and this is as good a spot as any to make note of the fact that he has done a truly monumental job. His staff worked efficiently, all plans were well-laid out, and the complete cast was chosen with an eye to maintaining the



GERRY MAHONEY

already high calibre of performers that has been its prerogative.

As long as this appears to have become a moment for the presentation of bouquets, it would not be amiss to toss a few nosegays in the general direction of Fred Kerner, Dave Campbell, Dick Henthorne, Herb Quinn, Don Quinn, Gerry Mahoney, and last but not least, Charles Lazarus. Both Don and Gerry are overseas now, but we vividly remember all they did for former shows.

Space prohibits mentioning the galaxy of other "stars", but the choreographers, the skit actors and writers, the stage crew, and the business management are by no means forgotten.

Accompanying this brief review are numerous pictures taken at rehearsal. Better than a mere emansensis such as I, these pictures tell a graphic tale. Here you see our show virtually "backstage."

For this, our first Annual, I can only wish as much success as we have had with Georgiantics. Perhaps someone, some day, may quote an editorial, "In Retrospect", and say:

"Our first Annual will go before the public this week. We don't dare to predict its outcome, but we cannot see how an event so whole-heartedly backed by every student can be anything but a great success."





### GEORGIANICS OF THE PAST

1 AND 2.—GEORGIANICS '39. 3.—CAST OF '40. 4.—"HEIL SCHIKELGRUBER." Central Figure—EVA WATT (GEORGIANICS '39).



# ATHLETICS





# ATHLETICS '42

*by R. T. Germaney*

Director of Physical Education - R. T. Germaney  
Ass't. Director of Physical Education - S. Armstrong  
Ass't Director of Physical Education (Day Girls)  
Harriet S. Meyer

THE Physical Education department of our College is now completing its fourth year and like the other departments it has shown the rapid development that has characterized all Georgian activities. Grahame Watt, our first physical director, laid the foundation for our physical department and the success that has been met with since that time, may in a large measure be traced to his untiring efforts. The Georgian Basketball team was founded in the first year by Grahame and since that time has represented the College in local basketball circles. The team has developed a good calibre of basketball and has displayed a fine attitude of sportsmanship, playing in Ottawa and Quebec City as well as in Montreal.

Hugh Stevenson took over the reins from Grahame Watt and gave the College the best he had in every line of sport. Besides being a star on the basketball team, he directed the Georgians to their first Provincial title which they have successfully defended this year. Hugh was our Director of Physical Education for one year and a member of the Class of '41.

Since I have followed two of the best men in the field I have had a high standard to live up to. But with the help of many of the students, and the expansion of the College, our Physical Department has again shown growth.

## DAY DIVISION 1941-42

### *Basketball*

The Day Division had their S. G. W. team in the Y.M.C.A. House League and won over 80% of their games. They were just about to go into the finals when Military Training made it necessary for them to drop out of the league. Some of the members of the S. G. W.'s are now playing with the Georgians.

There were four teams in the Inter-faculty Basketball league and all games were very close and a struggle to the final bell. The league was won by Prof. Thompson's Snobs who took a two out of three series from Dr. Bridges' Ringers. Other teams in the league were Dr. Allen's Stinkers and Max Ford's All-Stars.

A few challenge games have been played with the Boys vs. the Girls. The Boys were given a handicap by being able to use only the left hand and being able to bounce the ball only twice before passing or shooting. The games were fast and rough with the Boys being bounced around quite badly but coming out on top of the score.

The Georgian basketball team has again lived up to its name this year by winning the Provincial championship. The team has lost only three games all year and one being to the semi-professional Ayerst team from Rouses Point, New York. The game with the Ayerst team was the feature game in the Montreal Golden-Ball night to raise funds for the erection of a Naismith Hall of Fame to the honour of Dr. Naismith, the Canadian who founded the great game of basketball.

### *Volleyball*

The first volleyball game of the year was played between Dr. Norris' Faculty Team and Mac Singleton's Fellowship men. Both teams were quite inexperienced but the game was close with the Fellowship having a slight edge. The Fellowship team also played Oscar Pearson's Central "Y" Business Men and Archie Crystal's Science Men. Four mixed Volleyball teams were drawn up but difficulty was experienced in getting a suitable time for playing. Dr. Adams' Protozoa lead the field in this league.

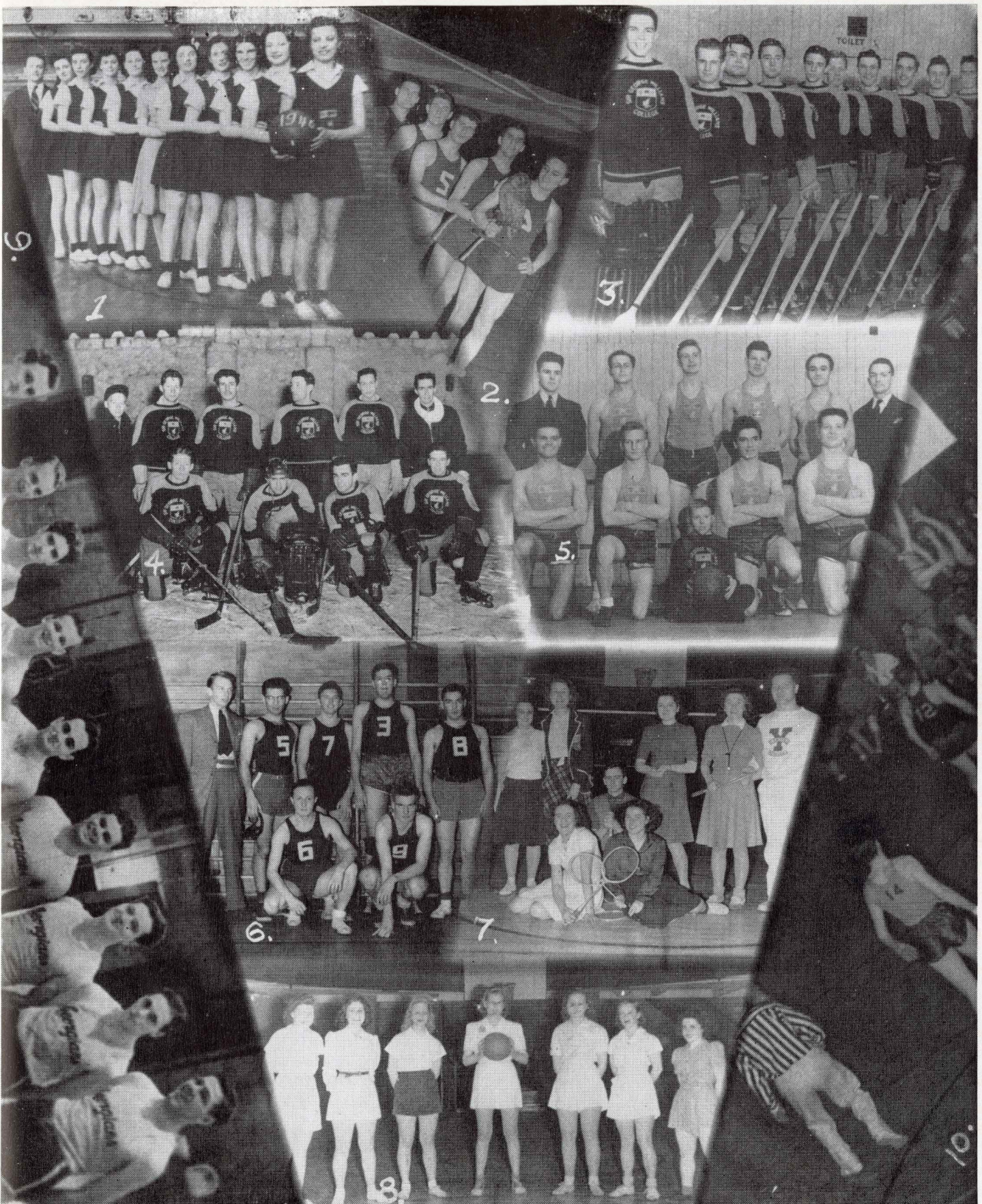
### *Floor Hockey*

There was no organized league for floor hockey but the Frosh Daisies and the Upperclassmen Pansies played challenge games in which goals and bruises were freely exchanged. The players appeared on the floor in full hockey regalia and body checking and high sticking was prevalent.

### *Swimming*

Lorne Ross has been our swimming coach this year and has experienced great difficulty in getting a swimming period that is suitable for the students. Despite this difficulty he has worked hard and has done a good job. Lorne had a Swimming Meet drawn up for April 1st when individual races were run off as well as relay races between teams of the different faculties.





# "THEY PLAY THE GAME"

1.—GIRLS' DAY BASKETBALL TEAM '41. 2.—"OWLS" BASKETBALL TEAM '42. 3.—COLLEGE HOCKEY TEAM '40. 4.—HOCKEY TEAM, CARNIVAL '41. 5.—THE GEORGIANS '40. 6.—THE ARTS "SNOBS" '42. 7.—"EVETTES" AND COACH. 8.—GIRLS' BASKETBALL TEAM '42. 9.—"GEORGIANS" PROV. CHAMPS '42. 10.—"NAISMITH MEMORIAL GAME".



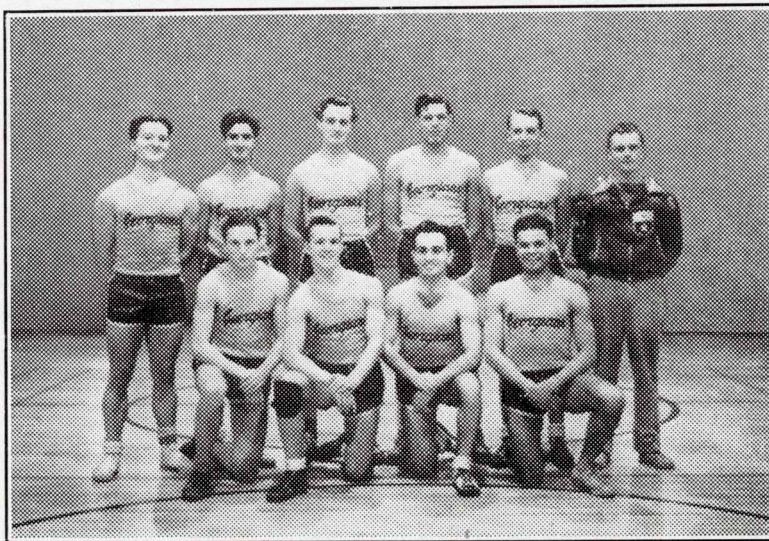
### Miscellaneous Sports

Many other sports were taken part in by the various students with Gordon Higgins winning the Men's Table Tennis Tournament, Blanche Michlin the Ladies' Table Tennis Tournament, and Archie Crystal and Louis Rakita the Men's Doubles Table Tennis Tournament. Lloyd Welton won the Men's Singles Badminton while the Ladies' championship was won by Eileen Thornber. Darcy McGovern was the ring leader for the Men's boxing and gave the boys the benefit of his experience. In a two-bout wrestling tournament, the proceeds going to the War Council, Keith Darbyson gained a close decision over Gerald "Tar" Wineberg, while Darcy McGovern and Howard Asner grunted and groaned to a draw.

entered two leagues this year—the Central Y.M.C.A. House League, which it had to drop out of on account of military training, and the Montreal Senior Y.M.C.A. league. In the Montreal Senior Y.M.C.A. league the Owls were runners-up for the championship and won one game and lost another in the finals. It was a total point series and our boys were five points down in the total of points. Although the Owls did not win the championship they have built up a team spirit that may well be envied by any basketball team in Canada.

### Swimming

The Evening Division mixed swimming has been under the direction of Steve Armstrong and Jeanne



GEORGIAN'S '42 INTERMED. PROV. CHAMPS

Top Row—S. Armstrong, M. Ram, G. Pearson, L. Welton, M. Shantz, R. Germaney (Coach)  
Bottom Row—L. Gursky, G. Wood, P. Notar, R. Jonas

The foundation was laid this year for a smart gymnastic team for next year. Steve Armstrong, Tassy Singerman, Dick Germaney, Clarke Merritt, and Lyman Francis, all ex-professional showmen have been working out and with a little more practice and polishing a good gymnastic team could be developed.

### EVENING DIVISION 1941-42

Athletics in the evening division have shown a definite strengthening this year owing to the better-timed gymnasium periods and the combined efforts of all those taking part.

### Basketball

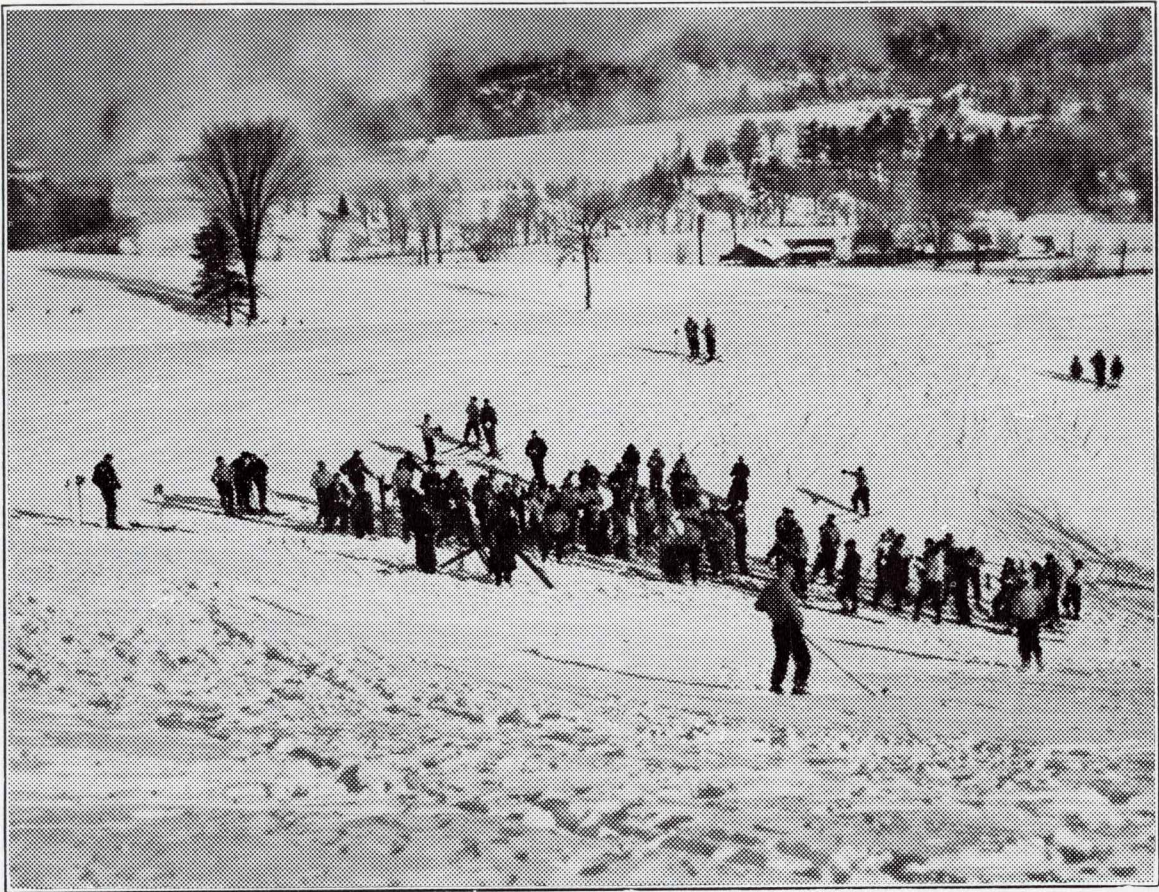
The Owls basketball team this year has made a good name for itself in Montreal basketball circles. The team

Spencer Phillips. The boys and girls had the pool every Thursday evening after lectures and a good crowd took advantage of the opportunity. During the course of the year Steve Armstrong put the swimmers through a series of Intermediate swimming tests.

### Badminton

This was another mixed event taking place every Wednesday evening from 7.30 to 9.00 p.m. The growth of interest in badminton this year has been great with most of the players starting from scratch at the beginning of the year and being able to play a fair game by the end of the season. Miss Dora Proven was on hand every night and gave the novices many useful pointers.





GEORGIAN SKI MEET

#### *Evettes*

The Evettes this year have staged a hard but winning struggle for existence. Jeanne Spencer Phillips did a great job in organizing the girls who were willing to learn and worked hard and late every Friday night. The Evettes played a few games against the Owls and while they did not win the games they played hard and kept the boys stepping.

#### *What is Ahead in Athletics*

It is very firmly recognized by all schools and colleges that athletic activity plays a very important part in the life of the student. After a long morning of lectures there is nothing like physical activity to put you in shape for mental exertion again.

Plans are already being made to increase the time devoted to athletics, especially in the Day Division.

For the present there are a great number of the male students taking the Military Training and that makes up in some measure for the physical activity that is necessary for a healthy normal existence. But there are a great number of the students who do nothing to exert their muscles from one month to the next. They are the ones who should be helped along this line. Perhaps a compulsory physical program would be the answer. There are also a number of the students who would gladly take part in the program if the periods could be arranged at the time when they could be present without missing lectures. This thought is being kept in mind and, with the drawing up of the schedule of classes for next year, precautions are being taken to see that each and every student will have the necessary convenient time for participation in athletics.





MAHONEY AND QUINN AND THE OLD SCHOOL TIE



# ART



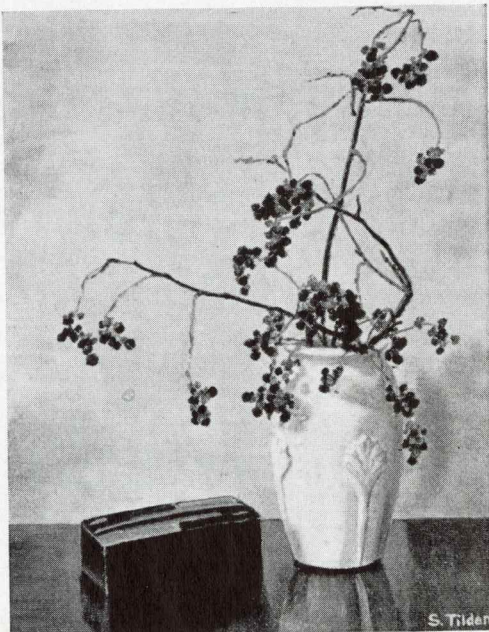
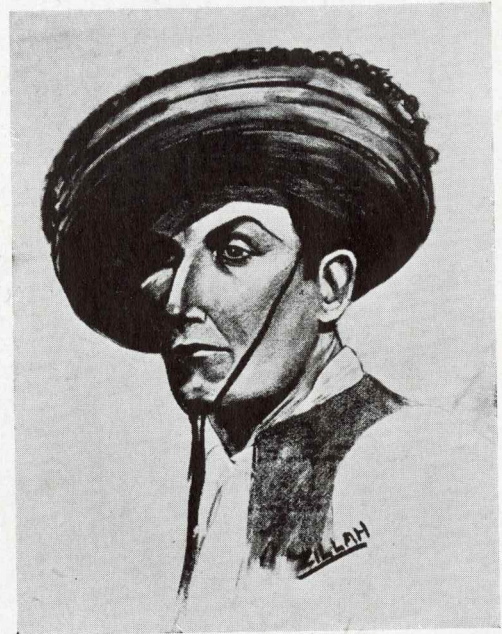


# THE ART SCHOOL

*by J. W. McCorkindale*

THE School of Fine and Applied Art in the College was inaugurated in 1930 by the late Principal, Dr. F. Owen Stredder, and the Board of Governors of Sir George Williams College. Their aim was to give a liberal and well balanced art education to students who had the ability and the desire to express themselves in design, form and colour. With this aim in view the College equipped three studios for fine art, commercial art, modelling and sculpture respectively.

It is believed that the study of fine art in the College can be presented in the light of certain basic principles, which will not only equip the students with knowledge to see the aesthetic in the material things of the world around them, but will also give them a fuller understanding and appreciation of the masterpieces of art of all ages and a deeper comprehension of all art in relation to life.



The applied art branch of the School has been particularly successful in equipping many students for professional careers in the world of commercial art. This has been true particularly in the fields of advertisement, cartoon and design. It has provided vocational guidance to many talented students with a flair for art and has succeeded in launching many of them on promising careers.

We are definitely of the opinion that, with all its imperfections, the School of Art is fulfilling its purpose, and believe that it may be of still further aid in helping many other students to fulfill themselves in their art education.

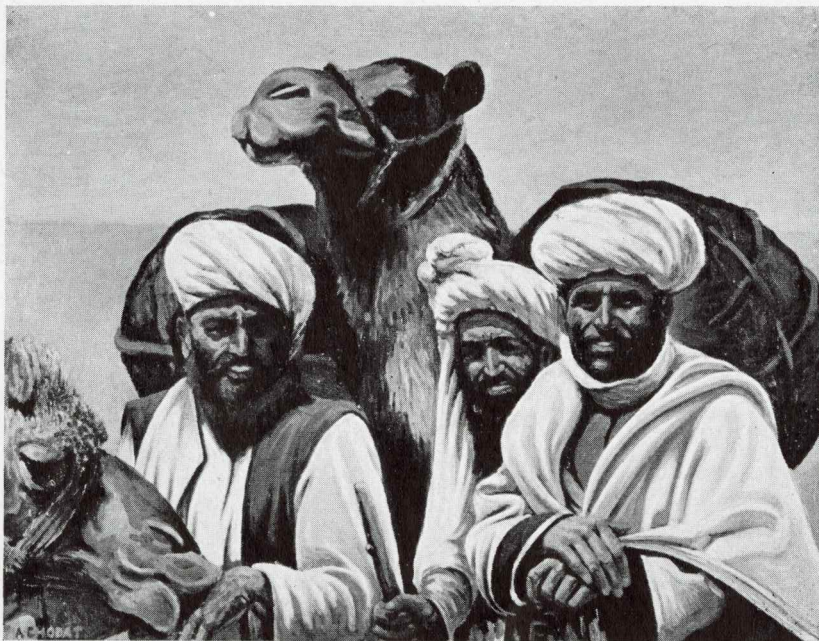
This has all been made possible through the keen interest and co-operation of Dr. K. E. Norris and the staff of the College.





IN THE STUDIO

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"THE BEDOUINS" by CHODAT

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# PLAYMAKERS' WORKSHOP

1.—AS YOU LIKE IT. 2.—OTHELLO. 3 AND 8.—WORKSHOP 3-D. 4.—RICHARD III. 5.—D. B. CLARKE AND DOROTHY ADAMS IN "OTHELLO". 6.—MALCOURONNE AND TIM WHEELER IN "OTHELLO". 7.—ROY MALCOURONNE. Top left, GORDON STEWART.



# PLAYMAKERS WORKSHOP

*by Douglass Burns Clarke*

THE oldest extra-curricular activity of the Faculty of Arts, Science, and Commerce of Sir George Williams College is the Playmakers' Workshop, formerly known as the Department of the Drama. Organized in the winter of 1932, one year before the opening of the day division of the faculty, the Department of the Drama antedates all other student activities, as well as being the first group to offer a contact between the student body and the general public.

The Department of the Drama was created for a three-fold purpose: to offer a medium for self-expression for those students of the college who might be dramatically minded; to form a liaison between the college, and the student body of the college, and the general public of Montreal; to serve as a training ground for untrained and inexperienced enthusiasts of acting and other stage techniques in conjunction with the students of Fine Arts 105 (The Technique of Stage Production). It is this last purpose that accounts for the peculiarly ambiguous position of the Playmakers' Workshop; half student extra-curricular activity and club; half laboratory course in the art of the theatre.

In keeping with its first purpose the group has reflected the educational philosophy of the college in putting the emphasis in its work upon the training and the experience of the individuals in the group above everything else. In casting its plays it has avoided "starring" particular individuals and has sought to distribute parts as much as possible; the primary consideration in casting has been the opportunity for learning and growth offered to the player-student even when the production of the play had to suffer in consequence.

The primary emphasis on student training, and the inadequate production facilities afforded by the Budge Memorial Hall may have vitiated to some extent the group's value in serving as a liaison with the general public. To compensate for this the group has steadfastly chosen plays of the highest calibre, realising that if they could not offer a first rate performance they could at least offer their public first-rate plays of a kind too seldom attempted by other amateur groups of the city, this too in accordance with their conception of the proper function of a college theatre group in the community. Their play list, though comparatively small, offers a standard of selection unrivalled by any other group in the city, and the critics have frequently hailed

their ambition as a salutary example to the other groups of the city. The list follows:

1932-33—"The Rose and the Ring"—*adapted from Thackeray.*

1932-33—"As You Like It"—*Shakespeare.*

1933-34—"The Tempest"—*Shakespeare.*

1934-35—"Richard III"—*Shakespeare.*

1935-36—"Julius Caesar"—*Shakespeare.*

1936-37—"Peer Gynt"—*Ibsen.*

"Monsieur de Pourceaugnac"—*Moliere.*

"The Playboy of the Western World"—*Synge.*

1937-38—"Othello"—*Shakespeare.*

1938-39—"The Ascent of F-6"—*Auden and Isherwood*

1939-40—"The Devil's Disciple"—*Shaw.*

1940-41—A Bill of One Act Plays—*Thornton Wilder.*

Beside these major productions the group has produced each year one or more groups of one-act plays, including three original plays by Montreal authors. It has participated in each of the Dominion Drama Festivals held in Montreal, gaining one honorable mention. It has participated in three Inter-Y drama festivals, winning the last two.

Not the least of the work done by the Playmakers' Workshop has been the establishment of its Scenic Studio and Stage Crew which each year have been placed fully at the disposition of Georgiantics.

In 1940, the Department of the Drama changed its name to the Playmakers' Workshop. It was felt that, first, the new name would be less suggestive of any formal academic program, and second, would more definitely label the experimental and informal nature of the work done by the group. With the change in name came a slight change in policy. While adhering to its three major purposes, the group proposed to restrict itself even more definitely to revivals of great plays and to experiment in new plays and new ways of production. From hereon the plays were to be open to a small, intimate, invited audience only, and the emphasis was to be placed entirely upon the studio nature of the production.

Unfortunately the war effort has so far restricted the work of the Playmakers' Workshop; shortage of men, longer working hours, and difficulty of obtaining certain materials have all tended to increase the difficulties of dramatic production. The group is making every effort to survive in spite of every difficulty, but



its productions this year have been limited to one small studio production. This production however has special interest as it features an original one-act play, of considerable merit, by Henry Seywerd, a graduate of the evening division of the College.

Among the ideas being considered for future years are: Ben Jonson's "Bartholomew Fair," "The City of God" (an arrangement of some of the mediæval miracle plays), "Falstaff" (an arrangement of the Falstaff scenes from Shakespeare's Henry IV, parts I and II, Henry V, and parts of "The Merry Wives of Windsor"), a modernised version of one of Aristophanes'

comedies, a revival of "Peer Gynt," an intimate revue of a rather original nature feature and a dramatisation of one of Plato's Socratic Dialogues. Also under consideration is the sponsorship of the appearance of certain guest groups that might especially interest the students of the college: a Chinese play, a Yiddish play, a modern dance recital, and others.

Next year is the tenth anniversary of the founding of the Playmakers' Workshop, and every effort is going to be made to make it a memorable season. Any student of the college is eligible to participate, and parts will be found for as many as possible.



"I FEEL A SNEEZE COMING ON!"



# ARTISTS OF SPACE

*by William Elliot*

THE banks of the St. Lawrence River, near Quebec, cradled the first home of Canadian art. Here, in the late seventeenth century, a community known as the Cap Tormente School created a varied output of art, some of which may still be found in churches, seminaries, and seignories throughout the province.

In the space of nearly three hundred years, much has happened to illustrate the path of progress from a strictly imitative method of painting to the more imaginative techniques of modern times. The most significant changes have occurred in the last hundred years. Most of them are easily observed landmarks in the calendar of progress.

The initial stirring in domestic art can be credited to Paul Kane and Cornelius Kreighoff, who were the first notable artists to embrace the Canadian scene as their motif. Their importance does not lie in the fact that they originated new techniques. They were too closely allied to the European "school" to revitalize the mechanics of painting. The innovation chiefly introduced was in the matter of subject material. Kane left a legacy of paintings depicting primitive Indian life which have become of intrinsic worth as a record of aboriginal life. Kreighoff, an artist of infinite detail, is mostly remembered for his colourful canvases of

"habitant" life, faithfully produced, and tinged with rich humour.

The second half of the nineteenth century witnessed the slow growth of an academic school with its roots firmly implanted in European tradition. Representational painting, indicative of that source, still flourishes. Its influence is reflected in current presentations of portraiture and illustrative work. Later, a few painters, notably Jacobi and O'Brien, visualized the possibilities of the lonely hills and forests, lakes and waterfalls, as a theme for their brushes, but the wider potentialities of the Canadian northland as an inspirational theme was not realized until the first decade of the present century. At that time a group of artists, with a common interest in the field of commercial design, sought to break some of the conventional and domineering chains of traditional European art schools. Motivated by a confidence in the creative values of simplified form and decorative character, they applied themselves to an untrammelled expression of their art, based on the character of the country and the variety of its seasons and colour.

These young artists ventured into areas which had never been artistically explored before; the woods of Northern Ontario, the prairie West, the Rocky





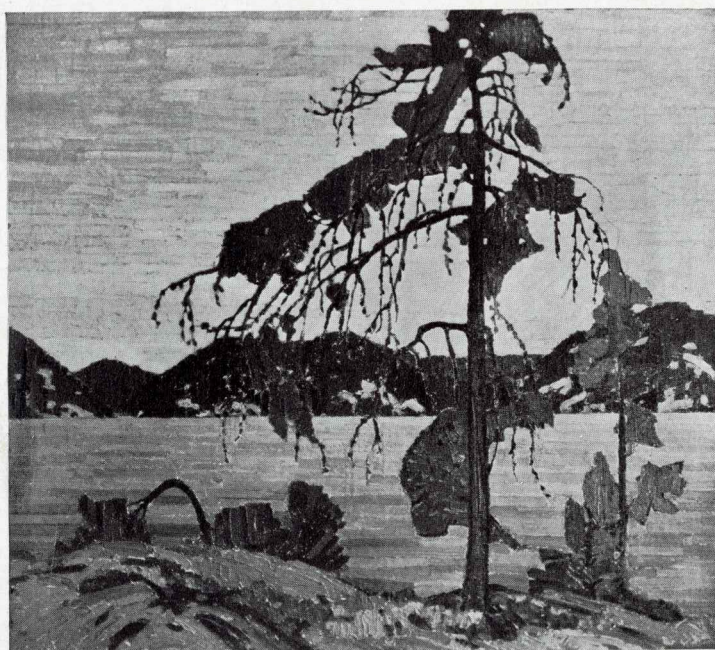
Mountains, and the Pacific coast. They dared to neglect the more subtle details and intimate tones of nature, substituting a more robust-simple form, bold decoration, and breadth of structure. Tom Thomson was a leading influence in this adventurous group. A lover of the solemn forest, lakes and rivers, his pictures breathe the spirit of nature in all its varying moods. Wind blown forests, scudding clouds, tempestuous lakes, patterns of trees moulded by the caprices of nature—these were the themes of his virtuosity. A new springboard for imaginative expression in art was permanently laid.

A further challenge to existing standards came to Canadian art in 1920. A band of artists—the Group of Seven—challenged the older methods, arousing a furore of controversy. New interest was generated and

are sponsored by the National Gallery of Canada, the Canadian National Exhibition, and many others, to bring native art before Canadians. Educational authorities are progressively providing larger opportunities for creative work and appreciation of art. These are healthy signs for it is vitally important that our cultural life should keep pace with our economic development. A nation's art is a window into its soul—a mirror of its inner sensibilities.

To the average person, the world scene of art is oftentimes bewildering in its vagaries. In some lands there exists an “intellectually predetermined” conception of what art should be.

Whither Canadian art today? Critical testimony everywhere has generously complimented Canadian artists for their distinct contribution to contemporary



THE JACK PINE

*Tom Thomson*

many younger artists were influenced by the revolutionary techniques of the group. Courageous experimentation, virility, hardiness, and generally—simplicity, characterized their efforts.

Interest in art has mounted with the years. This struggling, straggling baby-giant of Canada, once predominantly agricultural, has become a land of increasing industrial importance. Concurrently there has been an unhampered trend toward urbanization. Most of our important towns and cities now have their art associations and art galleries. Impressive exhibitions

painting. There is no lack of activity in Canadian art circles but it is difficult to evaluate the present position accurately to discover any basic trend of direction. The Group of Seven, has made no significant contribution as a group for a number of years. The reformers zeal has collided with an inevitable wall of conservatism. The ideas of the group have now been assimilated into the main stream of Canadian art. It was an invaluable transfusion.

Fortunately, in Canada, art has evolved in freedom with progressive sincerity and represents a reasonable





# SEPTEMBER GALE

Arthur Lismer

synthesis of imagination and reality. While holding to fundamentals, our painters have yet paralleled new advances. Canadian art is a judicious compromise of tradition, Impressionism, and Modernism. The extreme radical has no pinnacle of eminence.

Our country is a land of many contrasts. The austere majesty of winter is contrasted with the loveliness of spring and summer—the rich tints of autumn. The titanic grandeur of the “Rockies”, rushing torrents, great rivers, myriad lakes, vast timberlands, broad prairies—are an expansive source of inspiration to the artist. To express such majesty and beauty, our artists have cultivated a characteristically individual technique, expressive of the unusual diversity of terrain and seasonal variegation.

The true artist is a product of his environment. Because of the nature of our country the majority of

Canadian artists have devoted major attention to the interpretation of the native landscape.

Some critics have sensed a weakness in this concentration of subject matter. On the other hand, an increasing number of artists are experimenting with portraiture, still life, formal design, street scenes, and figure painting, while others are applying their ingenuity to colour experimentation.

Canadian art seems to be in a stage of conservation and critical appraisal, but the total sum of its accomplishments is a worthy one and reflects the spirit and initiative of a young, virile country. In its progress through the years it has shown no desire to be limited by the bonds of mere conservatism. When the tumult of racial conflict has died away it will, without doubt, find more significant expression in a new age of responsible freedom.



# LAURENTIAN VILLAGE

Clarence Gagnon



# FULL - DRESS

*The Masterpieces of Painting Exhibition at the Montreal Art Association Galleries.*

*by John Evelyn*

NEITHER in seventeenth century Holland nor in nineteenth century France does Genius pause with brush held dramatically for the last stroke—saying to Himself, "This is my chef-d'oeuvre" . . .

Poor old Pieter de Hooch sat down one afternoon with his usual memories of the respectable, comfortable Dutch home where he had lived (in the servants' quarters) as a child. Few scenes were more familiar to his thoughts than the recollection of an old woman standing before a wide open cupboard to receive the week's Dutch-clean linen to stow smoothly away on the shelves. Etched even more clearly on his mind was the pattern of the lights and shadows then, the floor's block-pattern, the rectangle of the door, the outer doorway with the bright, even lines of the houses outside beyond, the regular lift of each stair in the dusky stairway.

It was not a simple thing to put the whole process

of remembering on the empty brown-grey canvas, but it was not too difficult. He would do a little today, a little to-morrow. He would become so involved with the plane geometry of his subject that he would clutter up the painting with two many of his surface-patterns. Then he would paint them out with white or grey and begin the bit over again. He would have one or two women come in to pose for him. It was the custom then to have people in pictures. At any rate, the curve and form of the figures would contrast with the other, solid lines. When he had finished, he felt a little happy. It was a good picture. The browns and red pleased him, the light-and-dark composition was good. He had achieved that feeling of space he had sought. Looking at the oily canvas, he felt he could walk far and deep into the scene with his eye. Well—it wasn't a landscape, so he called it an interior.

When we look upon the painting, we cannot help



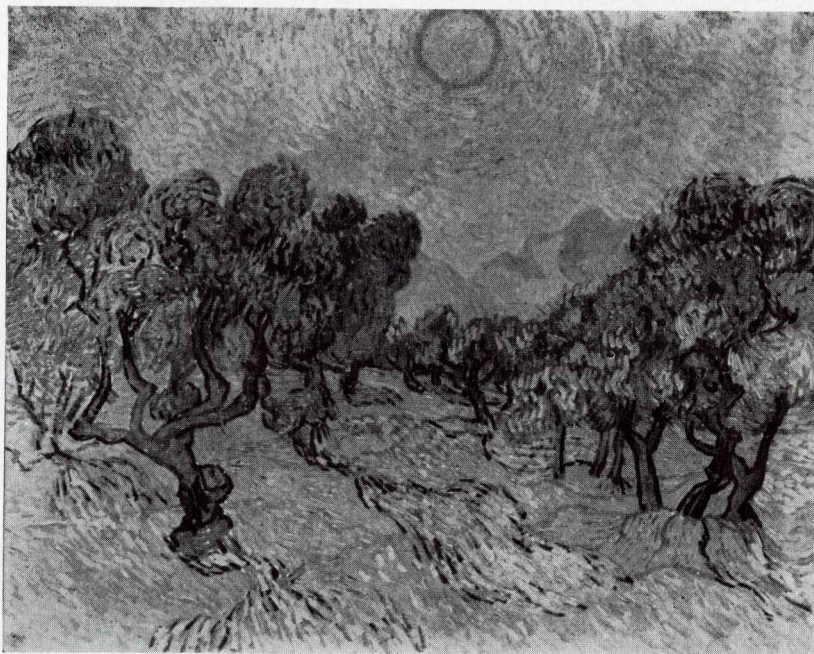
DUTCH INTERIOR

De Hooch



but feel that de Hooch had an extremely well-ordered, respectable mind. He had a Dutch mind that knew how to discipline his hand and his imagination. The people in his picture show no dashing individualism — the figures are subdued, controlled. They are subservient to the mathematical proportions of the house and room.

purpose to which he puts his truly amazing craftsmanship. Beyond the merely superficial fold and grace of the tunics, cord, clasped hand and bended head, and yet inseparably fused in them, is the real rapture of Another Time. The typically fraught corner—sky, cloud, night, cave,—whatever it is—the pearly and translucent greyness of the cloth and the stone floor,



THE OLIVE TREES

Van Gogh

The dynamic verve and quick-stroke technique of the Van Gogh work is utterly distinct from that of the much older Dutch master. Here now is a fury pent up and brought to fast and magnificently colourful release. There seems no doubt; Van Gogh saw in nature a phantasy that no others saw. If you gaze into this reproduction of his olive trees long enough, the warm yellows, orange, green and purple-reds will ooze from the thick canvas in a series of turgid ripples. Every wavering line of the brilliant piece bespeaks the artist's life—his tremendous yearnings, frustrations, his suicide. To Vincent Van Gogh, every painting was an orgy of release—rich, complete, and yet, unsatisfying. He screamed his twisted mind-images on his canvases more truly than if his voice had forever proclaimed them to the world.

Feeling—at least as heartfelt as Van Gogh's, technique—as consummate as any Dutch master's, are blended in a Cretan called Domenico Theotocopuli whom you usually remember by the Spanish El Greco. Notice in his "St. Francis with Brother Rufus" the

all these create a deliberate atmosphere of fervoured quietude. In the hooded figure of Saint Francis more than anywhere else in his works sings the tenuous violin-quality which so characterizes El Greco's art. The master imbued his canvases with a complexity made of ecstasy and restraint, fused them seemingly with the paints that lime his heaven and earth, transformed them into tempered sublimity.

Sometime, if you are inclined to indulge in the colossal insincerity of *danses de concert*, *pieces de salon* with an added spice of *boudoir*, surround yourself with a sheaf of Fragonard reproductions (in colour). The colour helps immeasurably. His soft pinks and delicate blues, his lacy browns and tulle-textured golds are misted in a rare and morbid deliciousness. His paintings decorate the studied pretences of "virgins" even beyond their elaborate play. His gallants could never plea, pursue, grow ardent so untiringly except within his Greek garden ruins.

It is perfect that he should idealize the chubby child of happy marriage beyond anything within our ex-

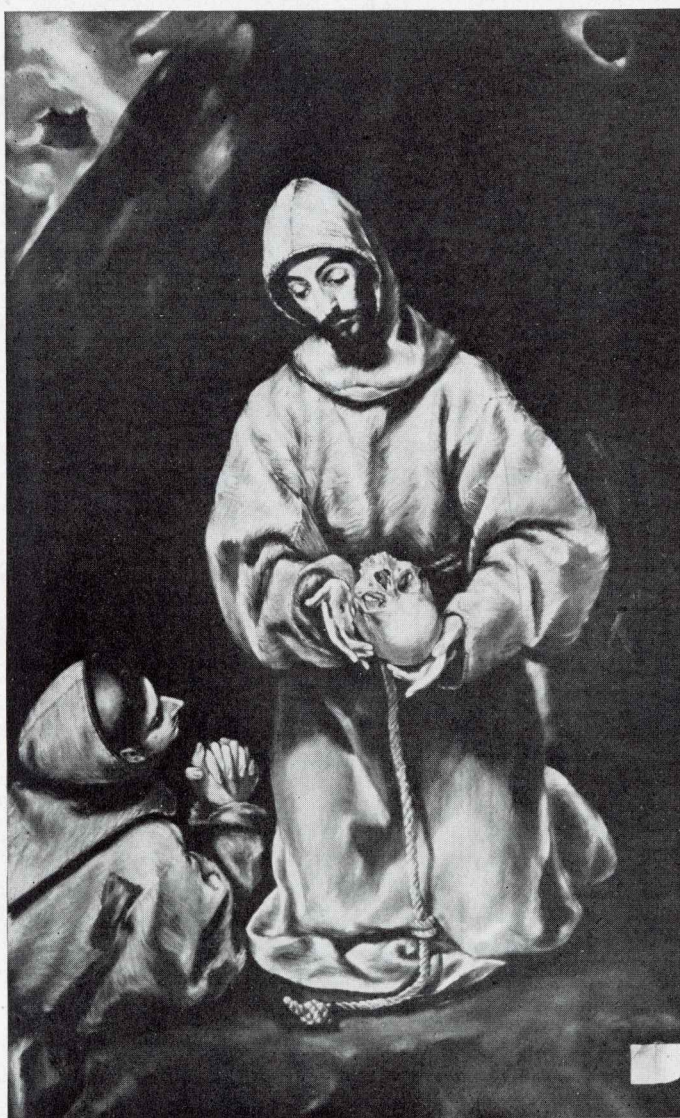


perience. Glazed eye, not-unkempt curls, curls, hands folded to the breast enclosing treasure, the clothes disordered with fine carelessness—they are all here in his "L'Enfant aux Cerises". Of course, you will not look for character in the nose and mouth; the child the mere idealization of married bliss.

William Hogarth's eighteenth century children are infinitely more human for us. They are placid English people posed in their nursery. The colouring and composition of the work are delightful. There is a happy sweep from the yellow-gold in the baby's dress through the clasped wrist into the white and blue

expanse of the oldest sister then around the flower-decked figure in greened white who curtsies then to the rust-brown suit of the boy who sits so primly with his music-box. If you examine the varied moods and character in their faces, the picture leads you off into a long and rambling mental tangent. The deep folds against the bird cage are in a rich red.

For a change, Hogarth isn't preaching or belabouring sleepy Englishmen to awake to their social responsibilities. You are very happy that these children posed for him Tuesday morning and Thursday afternoon for a week or two.



ST. FRANCIS

*El Greco*



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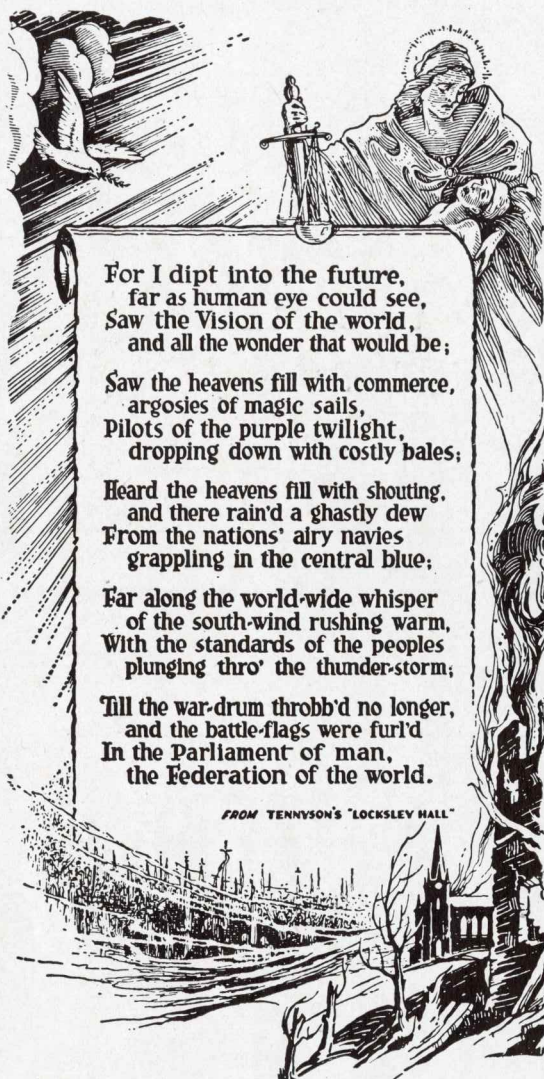
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• INTO • THE • FUTURE •



For I dipt into the future,  
far as human eye could see,  
Saw the Vision of the world,  
and all the wonder that would be;  
  
Saw the heavens fill with commerce,  
argosies of magic sails,  
Pilots of the purple twilight,  
dropping down with costly bales;  
  
Heard the heavens fill with shouting,  
and there rain'd a ghastly dew  
From the nations' airy navies  
grappling in the central blue;  
  
Far along the world-wide whisper  
of the south-wind rushing warm,  
With the standards of the peoples  
plunging thro' the thunder-storm;  
  
Till the war-drum throb'd no longer,  
and the battle-flags were fur'd  
In the Parliament of man,  
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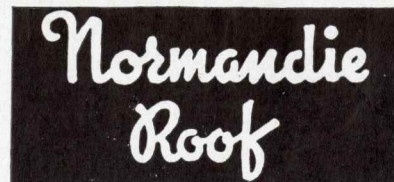
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